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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of November, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: presidential candidates travel the United States searching for votes, FBI searches for Olympic bomber, and Germany's 320,000 Bosnian refugees face expulsion (November 1); Hutu refugees flee, U.S. pilot fires at Iraqi site, Brazil tries to curtail child labor, Russian President Yeltsin undergoes surgery, U.S. President Bill Clinton easily wins re-election, fighting stops in Goma, Zaire, NASA launches satellite to map Mars, and Zaire students storm government over refugee policy (November 4-8); Zaire's rebel leader will allow aid to reach refugees, Latin American summit begins, Evander Holyfield stuns boxing world, Latin American nations, including Cuba, commit to democracy, Saudi planes collide in mid-air, United Nations condemns U.S. Cuba policy, world food summit begins, U.S. troops in Bosnia will not be coming home soon, and violence in St. Petersburg (Russia) (November 11-15); lawsuit against Texaco ends, Russia's new spacecraft (Mars-96) falls into the ocean, CIA (Central Intelligence Agency) accuses career officer of spying for Russia, recent election makes history in Romania, United States vetoes Boutros-Ghali, Pope to visit Cuba, a possible British connection to Zaire crisis, U.S. and Chinese leaders meet, refugees head home to Rwanda, confusion over who burned 23 Christian churches in Indonesia, HUD (Housing and Urban Development) Secretary Cisneros quits Cabinet post, CIA official indicted, and astronauts realign Columbia's telescope and will launch an orbiting lab (November 18-22); hijacked Ethiopian jet crashes, U.S. President Clinton signals new policy of economic cooperation with China, APEC nations agree to cut tariffs on hi-tech telecommunications products, Serbia elections annulled, citizens of Belarus approve new constitution, baseball owners and unions agree to labor contract, and Hutus allege recent Tutsi massacre of 300 refugees (November 25-27). (SWC)

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Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
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Virginia PEN	Virginia	804-371-7523

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Friday, November 1, 1996

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******  **   **   *                          Friday, November 1, 1996
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*       *  * *  * *
*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	In the final days of ELECTION '96 the candidates travel the U.S. searching for votes.	4:10	5:10
IF I WERE PRESIDENT	More opinions from kids on what they would do as U.S. President	1:10	6:20
DEMOCRACY IN AMERICA	Newt Gingrich -- some hate him, some love him. Will he help/hurt Dole?	4:55	11:15
PROMO	We're on the NET! Dial cnn.com/newsroom.	:20	11:35
EDITOR'S DESK	-FBI searches for the Olympic bomber. -Chaos continues to consume Zaire.	2:20	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:20	15:15
TOP OF THE WORLD	Germany's 320 thousand Bosnian refugees face expulsion now that the war is over.	2:55	18:10
VIETNAM CONSERVATION	The Vietnamese government is taking steps to preserve its natural heritage.	4:10	22:20
MEXICO SEED BANK	A Mexican research center and seed bank works to produce improved seeds.	2:50	25:10
INSIDE AFRICA	An Egyptian cafe offers more than coffee.	2:05	27:15
TAKING CARE OF BUSINESS	A Hong Kong camp helps talented teenagers get into the classical music business.	1:45	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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ANCHOR DESK November 1, 1996 (2)

TOP STORY: CAMPAIGN USA '96

1. Invite students to think of these last days before the election as a kind of scavenger hunt for votes. The candidate who gathers the most wins. Divide the class into teams, one each for Clinton, Dole and Perot. Each team will help its candidate scavenge for electoral votes. Team members should plan a route that will take their candidate to the states where he has the best chance of collecting the most votes, and write speeches that are likely to convince voters. Monitor the news to check plans against the candidates' actual routes.

NEWSQUIZ: CAMPAIGN USA '96

2. Distribute the NEWSQUIZ (pg 4) and challenge students to "Name that Candidate." Each of the clues given refers to either Bill Clinton, Bob Dole, Ross Perot or "None of the Above." Have students write their answers and check them when they are finished. ANSWERS: 1-Bob Dole; 2-Ross Perot; 3-Bill Clinton; 4-Bill Clinton; 5-Bob Dole; 6-Bill Clinton; 7-Ross Perot; 8-NONE OF THE ABOVE (Ross Perot used his own money last election but has decided to accept public donations this time.); 9-Bob Dole. Have students to come up with their own clues to challenge their classmates with "Name that Candidate."

DEMOCRACY IN AMERICA: CONVERSATION WITH NEWT

3. Discuss with students: Georgia's Newt Gingrich is a powerful and charismatic political figure. According to the report, what has he done "right" and what "wrong"? Explain. In your students' opinions, will Mr. Gingrich hurt or help Mr. Dole? In their explanations, have students cite events in Gingrich's career in the House and their effect on the American people.

MEDIA LITERACY: ASSESSING COVERAGE (Pg 3)

4. Discuss the importance the remaining days of Election '96 have for the candidates. What do students expect to see and hear about them? If it is news reports, would they expect these to be unbiased and detailed? Explain. What about ads?
   a. Give each of several small teams the weekend to survey the news media, from local newspapers and radio to national news magazines and TV coverage. They are looking for reports and/or ads on each candidate.
   b. Challenge teams to analyze their reports using the HANDOUT (pg 3). Remind them to consider the special attributes of each media. FOR EXAMPLE: Television can use pictures as well as words to make its points; print media has the "space" for more detailed information.
   c. After sharing team analyses, discuss the reliability of each media as a source of information for the voter. Which do students believe is the clearest, fairest and most complete? Why? Would they agree that an informed voter must use more than one media source? Explain.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

dogged poignancy tainted money hopscotching John Huang Zaire

***** ** ** *
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* * * * * * November 1, 1996 (3)

MEDIA LITERACY

******** ** ** STUDENT HANDOUT: ASSESSING COVERAGE

DIRECTIONS: Analyze each of your media reports using the categories shown below. Refer to specifics in the reports to explain your analysis. Keep your comments brief and to the point.

DATE, TIME AND LOCATION

1. What is the title of the report and who wrote it? _____
2. When did the coverage air or appear in print? _____
3. How much time was given to broadcast coverage or space to print coverage? _____
4. Where did the print coverage appear in the newspaper or news magazine? _____
5. IN YOUR OPINION, how would these factors influence the public's
5. IN YOUR OPINION, how would these factors influence the public's response to the coverage? Explain. Base your explanations on specific references to the coverage you analyzed.

IMAGE OR ISSUE?

1. What issue was covered? _____
2. What was the report's message? _____ Underline facts that support the message. Indicate facts for which sources were cited.
3. IN YOUR OPINION, how would you expect the message of the report to influence voters? Explain.
4. IN YOUR OPINION, what does your analysis of the facts of the article, ad or broadcast tell you about the reliability of the message? Explain.

WHO SAID SO?

1. Who placed or sponsored the coverage? _____ How do you know? _____
2. Were polls used to support points? _____
3. Who were the pollsters; what was the margin of error given; and, who was polled? _____
4. IN YOUR OPINION, how would the sponsor or contributor of the coverage affect your expectation of bias? Explain.
5. IN YOUR OPINION, how reliable is the information you learned
5. IN YOUR OPINION, how reliable is the information you learned from the polls?

TELL-TALE WORDING

1. What adjectives and other descriptors can you find in the report? _____
2. Does it show a candidate in a positive or negative light? Explain. _____

** * ****** ** ** ***** ***** * * * ****** 11/01/96 (4)
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* * * **** * * * ***** * * * * * * *
* ** * * * * * * * * * * * * * NAME THAT
* * ****** ** ** ***** ***** ***** * ****** CANDIDATE
*

DIRECTIONS: Welcome, ladies and gentlemen, to another episode of

NAME THAT CANDIDATE. The game is simple: We give you the clue, you answer either Bill Clinton, Bob Dole, Ross Perot or NONE OF THE ABOVE. Let's see how much you know about the men who want to be the next President. When you are finished and your game's host/hostess has helped you check your answers, try your hand at creating a few clues and see if your classmates can NAME THAT CANDIDATE.

1. He's from Russell, Kansas.

_____

2. He founded the Reform Party.

_____

3. His running mate is Al Gore.

_____

4. His party is under fire for allegedly accepting illegal campaign contributions.

_____

5. He's promising a 15% income tax cut.

_____

6. His crime bill promised funding for 100,000 more police.

_____

7. Republican party candidates have asked him to quit the race.

_____

8. He uses only his own money to finance his campaign.

_____

9. A good economy could spell bad political news for him.

_____

***** ** ** * November 1, 1996 (5)
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* * * * *
******** ** ** NEWSROOM WORLDVIEW

BOSNIA REFUGEES: GERMANY--REFUGEES--REPATRIATION

1. Why are these refugees reluctant to return to Bosnia? Why has Germany begun to force their return? List the costs to Germany for caring for the 320 thousand refugees over the past 5 years. Include relief payments, administrative and medical care costs and related costs. Also, find out what the refugees have been able to do to pay for their own care, such as working for wages. On average, what has been the annual cost for each refugee in Germany? What assistance, if any, has Germany received to pay for these costs? Why do you think these

refugees went to Germany rather than to another nearby country? Should Germany now expel these refugees? Defend your position.
INTERNET: http://www.linder.com/berserk/oslo.html

VIETNAM CONSERVATION: VIETNAM--ENVIRONMENT; ECONOMIC DEVELOPMENT
2. What factors devastated Vietnam's environment? What efforts are underway to restore and preserve its natural areas? Gather data on the social, political, economic and environmental conditions in Vietnam. Use your data to prioritize a list of the country's problems. How important is the preservation of natural sites on your list? Should Vietnam be more interested in preserving nature or improving the standard of living? To what extent is it possible for Vietnam to do both?
INTERNET: http://coombs.anu.edu.au/WWWVLPages/VietPages/WWWVL-Vietnam_04.html

MEXICO SEED BANK: MEXICO--AGRICULTURE; AGRICULTURE--RESEARCH
3. How is this project trying to improve agricultural seeds? Why are the samples placed in a freezer? Examine how hybrid seeds are developed and what qualities have been bred into the new seeds. Focus on the seeds for a staple product, such as corn or wheat. Use your data to make a display of the stages in a hybridization project and the improvements made in that particular seed type over the past few decades. Considering Mexico's environment, what qualities might researchers try to develop? Why might some new seeds be thought to offer hope for an end to hunger in arid parts of the world?
INTERNET: http://www.nerdworld.com/nw837.html

EGYPT CYBER CAFES: EGYPT--TECHNOLOGY
4. Why are the Cyber Cafes so popular in Cairo? What restrictions are placed on users?
INTERNET: http://www.cyberiacafe.net/cyberia/guide/ccafe.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------

Sarajevo expulsion nature preserves herbicides hectare
World Wide Fund for Nature livelihood legacy drought seed bank

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Monday, November 4, 1996

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********* ** ** NEWSROOM

Monday, November 4, 1996

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. presidential race nears its end as Dole rallies Republican strongholds and Clinton seeks support in familiar territory.	4:45	5:45
HEADLINES	HUTU REFUGEES FLEE; NEW COMMUNICATIONS MERGER; U.S. PILOT FIRES AT IRAQI SITE	1:00	6:45
DEMOCRACY DESK	Candidates Clinton and Dole court the "youth vote" to mixed reactions.	2:50	9:35
PRES. SPEAKING	Who were the oldest and youngest U.S. Presidents?	:35	10:10
CURFEW TALLY	The Novato, CA, City Council votes in the youth curfew but concedes a change in the ordinance language.	3:45	13:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:50	15:45
TOP OF THE WORLD	Brazil is trying to open "doors of opportunity" to curtail child labor.	2:35	18:20
EGYPT RISING RIVER	The new high levels of the Nile River threaten to flood Egypt.	2:40	21:00
INSIDE ASIA	The question of identify has become critical for Indonesia's Buddhists.	2:50	23:50
TAKING CARE OF BUSINESS	Investors are trying to find ways to dig the Euro-Tunnel out of debt.	1:45	25:35
PHILIPPINES BUTTERFLY	The Philippines' first butterfly farm has opened in Manila.	3:05	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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ANCHOR DESK November 4, 1996 (2)

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TOP STORY: CAMPAIGN USA '96

1. How have candidates Clinton and Dole chosen to end their respective campaigns for U.S. President? If you were either candidate, would you have chosen to "preach to the choir" at this stage of the campaign? Explain.
2. Note predictions made about the election outcome and choose the one you think will come closest. Compare it with the election results.

DEMOCRACY IN AMERICA DESK: YOUTH VOTE

3. Why are some of the young interviewees inclined to stay away from the polls? Do you agree/disagree with their sentiments? Explain. What is the Third Millennium doing to get the youth to the polls? What do you think of this idea?
4. What are some ways to boost voter turnout? Distribute the HANDOUT (pg 3) and review the directions. Have students work individually to read each proposal and determine whether he/she favors or opposes it and on what grounds. Have students share their work. Then have each student select a proposal and work with a student group that shares similar views. Have groups research to learn more about the pros/cons behind the proposal and debate a group that holds the opposite view.

EXTENSION: After the debates, poll students on each proposal. Discuss proposals that are feasible and should be implemented. Ask for students' ideas to increase turnout.

5. Distribute the HANDOUT (pg 4) to student groups to explain how each legislative measure expanded the right to vote in the U.S. Have groups share their work. Ask students to predict the focus of the next voting legislation. Initiate a class bulletin board project that presents an informative display of the "Road to Universal Suffrage in the U.S."

DEMOCRACY IN AMERICA: CURFEW FOLLOW-UP

6. Review the curfew issue in Novato, CA, and discuss the outcome of the youth vote. Ask: What do you think was the most valuable outcome of that vote? Explain.
7. What objections did Novato youth raise at the City Council meeting and what was the result? List local issues students feel affect them. Brainstorm effective and appropriate responses/suggestions concerning these issues then come to a class consensus on the best solutions for each issue raised. Group students. Assign one issue to each group to follow through on the class solution and report the results to the class. Critique the effectiveness of each solution. Challenge students to try to enlist a community group's aid for their position for each issue raised.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Sen. Christopher Dodd Medicare curfew ordinance mayor pro tem

November 4, 1996 (3)

DEMOCRACY IN AMERICA DESK: BOOSTING VOTER TURNOUT

DIRECTIONS: Today's DEMOCRACY IN AMERICA DESK focuses on the youth vote and reasons why some young voters may stay away from the polls this Election Day. Young voters are not the only ones who may not exercise their right to vote -- apathy crosses generation and party lines. Here are some suggestions for boosting voter turnout. Some of these have actually been used in some states. For each proposal, indicate whether you favor or oppose it by circling one choice and state your rationale.

Proposal #1: Make Election Day a holiday. Favor or Oppose?

Rationale:

Proposal #2: Make voting compulsory for all eligible persons. Favor or Oppose?

Rationale:

Proposal #3: Hold fewer elections. Favor or Oppose?

Rationale:

Proposal #4: Allow voting by mail. Favor or Oppose?

Rationale:

Proposal #5: Eliminate voter registration deadlines so that a person could register at the same time he/she votes. Favor or Oppose?

Rationale:

Choose one of the proposals above and group with students who share your views on that proposal. Conduct research to support your side and debate the opposing side for that proposal.

November 4, 1996 (4)

DEMOCRACY IN AMERICA DESK: THE ROAD TO UNIVERSAL SUFFRAGE

DIRECTIONS: Eighteen year-olds did not always have the right to vote in the U.S., nor did women and minorities. Suffrage has evolved over the years through a series of laws, each expanding the right to vote. Use your text and other resources to help you explain how each one measure listed below had an impact on the right to vote. When you are finished, share your information and offer your ideas about future voting legislation in the U.S. What might be the focus of the next law aimed at expanding voter rights?

1. The Civil Rights Act of 1866

2. The 14th Amendment

3. The 15th Amendment

4. The 19th Amendment

5. The 23rd Amendment

6. The Civil Rights Act of 1964

7. The 24th Amendment

8. The Voting Rights Act of 1965

9. The 26th Amendment

10. The "Motor Voter" Law

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*****  **    **   *                          November 4, 1996 (5)
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********    **    ** NEWSROOM WORLDVIEW
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CHILD LABOR: BRAZIL--ECONOMIC CONDITIONS; CHILDREN--EMPLOYMENT

1. Why is child labor widely practiced in Brazil? What steps have been taken to curtail it? Children under the age of 16 comprise 35% of Brazil's population. Gather data on the characteristics of young Brazilians, listing such things as

literacy, educational and health statistics. Compare this with similar data for other Latin American countries.

a. To what extent do the children receive "opportunities" at a level similar to those of children in other countries?
b. In your opinion, are child labor practices a necessity due to poverty or due to lack of other opportunities?
c. Considering the number of children involved, what resources would be needed to solve the child labor problem?
d. Who has the resources to provide an effective program to do these things?

INTERNET: http://lanic.utexas.edu/project/ppb/reference.html
http://www.ilr.cornell.edu/lib/bookshelf/e_archive/ChildLabor/

EGYPT RIVER RISING: EGYPT--GEOGRAPHY; RIVERS--NILE RIVER

2. Why is the Nile River running exceptionally high this year? What short-term solution has the government implemented to solve the problem? Use a map of Egypt to identify the course of the Nile River, the location of the Aswan High Dam and the effect the building of the dam has had on Egypt. Gather data on the behavior of the river prior to the building of the dam. How did people live with the annual flood? Why is there so much concern over the current flooding by the Nile? What would the situation be in Egypt today if the dam had not been built and the current flooding occurred?

INTERNET: http://www.ccn.cs.dal.ca/~gorman/etegypt.html

INDONESIA BUDDHISM: INDONESIA--RELIGIONS--BUDDHISM

3. What three Buddhist sects are in Indonesia today? Why does the report suggest they are having an "identity crisis"? Eighty-five percent of Indonesians are Muslims but Buddhists represent a small population with a long history. List the basic tenets of each religion, making sure to include the Islamic belief in the "people of the Book." From what you have discovered, how should Buddhists and Muslims feel about each others' religion? Should Buddhists worry about the opinions of the Islamic majority in Indonesia? Explain.

INTERNET: http://link.lanic.utexas.edu/asnic/countries/indonesia/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

exploited seasonal ritual diverse Nirvana conservation

Tuesday, November 5, 1996

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********* ** ** NEWSROOM

Tuesday, November 5, 1996

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The end of CAMPAIGN USA '96 draws near.	3:10	4:10
HEADLINES	RUSSIAN PRESIDENT YELTSIN IN SURGERY	1:00	5:10
AROUND THE WORLD	Pakistan's Prime Minister Benazir Bhutto's government was dismissed early Tuesday.	:45	5:55
INTERNAT'L DESK	The German government is considering cutbacks in health care spending.	2:25	8:20
DEFINITION	...of REFERENDUM	:35	8:55
DEMOCRACY IN AMERICA	The nation will be watching votes on several issues in California.	2:40	11:30
WEBSITE	A virtual campaign on the INTERNET	:30	12:00
FIRST VOTE	New citizens look forward to voting.	2:40	14:40
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:35	16:25
TOP OF THE WORLD	Kashmir militants began fighting for independence from India in 1989.	2:45	19:10
TAKING CARE OF BUSINESS	Mexico's only telephone service faces stiff competition from U.S. companies.	2:50	22:00
SPIRITUAL CIVILIZATION	China launches a campaign to promote a goal China calls "spiritual civilization."	3:25	25:25
CHECK IT!	North Korean performers tour Japan.	:40	26:05
WHERE IN THE WORLD?	Jewelry from France's famous Cartier firm will be auctioned off in a few weeks.	2:55	29:00
CNN NEWSROOM WORLDVIEW CLOSE		1:00	30:00

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ANCHOR DESK November 5, 1996 (2)

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* CNN NEWSROOM brings you live coverage of ELECTION `96 straight *
* from the ballot box. Get all the latest tomorrow morning! *
****

TOP STORY: LAST MINUTE POLITICS!

1. On which of two maxims do you think candidates Perot and Dole base their attacks on Pres. Clinton: a) He's "innocent until proven guilty"; or, b) "Where there's smoke there's fire"? Explain. Is this a weighty criticism? Why/Why not?
2. Ask students to reflect back on CAMPAIGN '96: In which states did each presidential candidate spend much of his time and money? Why? Distribute the RESOURCE (pg 4) and, as a class, read and discuss the information given on the electoral college. Then have students work in groups to research the "electoral map," that is, the number of electoral votes each state has. Have each group predict the number of electoral votes each candidate will win and speculate on the overall winner. Check tomorrow's media and have students determine which group came closest to the actual tally.

DEMOCRACY IN AMERICA: ON THE CALIFORNIA BALLOT

3. Ask students to describe the following California propositions: Prop. 209, Prop. 215, Prop. 211 and Minimum Wage. What other issues were named in the report? Do students agree with national media that these decisions in California are important to the nation and not just to California alone? Why/Why not? How would they vote if similar propositions were at issue in their own state's election? Explain.

FIRST VOTE

4. Ask students to name the countries of origin of America's immigrants from the last 10 years. CONSIDER: Jamaica, Haiti, Cuba, Vietnam, the Soviet Union, El Salvador, etc. Divide the nations among students. Give them time to search texts and other sources to discover the political practices and traditions of their assigned nation. In light of their findings, challenge students to write a simple (2-3 sentences) statement, in the voice of an immigrant from their assigned nation, explaining what having the vote means to them.
5. Invite students to choose one immigrant's statement from the report and create an ad to be run in the local paper aimed at getting out the vote -- all of the vote! Their ads should be succinct and eye catching; and, while the ads should play upon the hope and passion of the new Americans, they should avoid preaching.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

saturated bombing carpe diem Watergate initiatives propositions shoe-in status quo refuseniks naturalized citizen apathetic

November 5, 1996 (3)

***** DESK: CUTTING HEALTH CARE IN GERMANY

1. BEFORE VIEWING: Discuss the concept of preventative health. What activities constitute "preventative health measures"? CONSIDER: prenatal care, regular exercise, vaccinations, etc. Is preventative health important? Why/Why not? Should it be covered by health care plans? Explain.

2. AFTER VIEWING: Give students a brief time to consider the following resolution: The decision to cut spending on health spas in Germany is the right decision.
   a. Invite volunteers on both sides of the controversy to share their opinions.
   b. Use these opinions to launch a debate on the resolution.
   c. Call for a vote after the debate. Would students support or throw out the German government's decision to cut costs?

3. Invite students to use texts and other sources to list the items on which governments spend tax dollars. CONSIDER: armed forces, welfare, education, health care, etc.
   a. Ask students to debate the definition of the main task of a government? Is it to:
      i. establish domestic well-being?
      ii. punish wrong doers?
      iii. Defend the nation?
      iv. Other?
   b. For each "task" students name, ask them to list associated activities. FOR EXAMPLE: If the main task is to establish domestic well-being, one associated activity would be making laws, another might be providing welfare.
   c. Challenge students to write a short persuasive essay on the inclusion or exclusion of health care as an acceptable activity of government.

4. Ask students to search periodicals to answer the question: Why is Germany's economy "drowning"? Then, discuss the best ways to strengthen the economy. Students must consider:
   a. needs of the German people as described in their research;
   b. sources of government revenues; and,
   c. the definition of a healthy economy.

   Challenge student teams to list the most important uses of the government's tax revenues. The list should be ordered from MOST IMPORTANT to LEAST IMPORTANT. Invite them to argue for their list and its priorities in a persuasive presentation.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

cure house preventative medicine unemployment insurance sick days

November 11, 1996 (4)

******** STUDENT RESOURCE: ELECTORAL COLLEGE Q & A

WHAT IS THE ELECTORAL COLLEGE?

The electoral college is a group of individuals (presidential electors) chosen by each state and the District of Columbia who actually determine which candidate will win the presidency, usually based on their state's popular vote. When a voter casts a vote for president, he/she is really voting for that candidate's "electors."

WHY WAS THE ELECTORAL COLLEGE CREATED?

The U.S. Founding Fathers did not want the uninformed common man to have too much electoral power. At the time the Constitution was created, there was no mass media, no way for voters in one state to know much about any candidate from another state. The situation would have left voters with no choice but to vote only for someone from their own state, making it almost impossible for any one candidate to secure a majority. The electoral college was actually a compromise between those who wanted direct popular election of a president and those who wanted Congress to choose the president.

HOW DOES THE ELECTORAL COLLEGE SYSTEM WORK?

The object of this system is to get a majority of the electoral votes, or 270 of the 538 possible electoral votes. A state is awarded a specific number of electoral votes based on its population and representation in Congress. A state's number of electors (and its electoral votes) is equivalent to the number of senators plus the number of congressional representatives from that state. The District of Columbia, which is not represented in Congress, has 3 electoral votes. The candidate who wins the popular vote in a state, even if he/she wins by one vote, gets all the electoral votes in that state. Critics of the system argue that this "winner-take-all" format produces a distorted picture of the election outcome: An "electoral landslide" may not reflect the will of the masses.

WHEN DO THE ELECTORS MEET?

The electors meet in their state's capitol and cast their votes for president and vice-president on the first Monday following the second Wednesday in December in the presidential election year.

WHAT HAPPENS IF NO CANDIDATE RECEIVES A MAJORITY OF ELECTORAL VOTES?

If no presidential candidate secures a majority of electoral votes, then the House of Representatives determines the president, with each state delegation receiving one vote. This has happened 3 times.

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*****  **    **    *                          November 5, 1996 (5)
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********    **    ** NEWSROOM WORLDVIEW
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KASHMIR MILITANTS: KASHMIR--POLITICS

1. What factions are fighting among themselves in Kashmir? What are each group's goals? Research Kashmir's history, economic goods and services produced, import-export trade partners, and its ethnic and religious composition. Use your data to develop

a list of the advantages and disadvantages of the options that follow: independence, union with Pakistan and continuation as a part of India.

a. Which alternative seems the most logical goal of a progressive plan for Kashmir's future?

b. If your choice was used to solve the situation in Kashmir, what would you expect to be the negative consequences?

c. What factors might influence some of the factions involved to choose a plan for Kashmir that does not match your assessment of the situation?

All things considered, what do you think is the best goal for Kashmir's future? What stands in the way of achieving that goal?

INTERNET: http://www.ummah.org.uk/kashmir/index.html

MEXICO TELEMEX: MEXICO--TELECOMMUNICATIONS--PRIVATIZATION

2. What complaints have been made about the newly privatized TelMex? How is competition from international providers likely to affect the situation? Gather information about how international calling rates have changed over the past decade for major carriers such as AT&T and MCI. To what extent has competition led to lower rates? How might lower international rates and more reliable service benefit Mexico's economy?

INTERNET: http://www.lonelyplanet.com.au/dest/cam/mexico.htm

SPIRITUAL CIVILIZATION: CHINA--POLITICS

3. How does China use propaganda to move toward its goal of "spiritual civilization"? Discuss propaganda techniques. Then search for information about how it is used, who uses it and the most common techniques. Conduct a "propaganda search" of the local broadcast and print media and list examples, including ads. To what extent do organizations in your community use propaganda and to what purpose? Is this acceptable? Why/Why not? Is the Chinese government's use of propaganda in its "spiritual civilization" campaign an acceptable use of this tool? Defend your rationale.

INTERNET: http://www.eecs.ukans.edu/~btwang/China/China.html#PRChina

----------WORLDVIEW: TODAY'S NEWS TERMS----------

separatist militants atrocities extortion discredited Jihad proxy lucrative propaganda spiritualism materialism protege

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Wednesday, November 6, 1996

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******  **   **   *                    Wednesday, November 6, 1996
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*********   **   ** NEWSROOM_____________________________________
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*   Welcome to a special LIVE edition of CNN NEWSROOM dedicated          *
*   to extensive coverage of Election Day in the United States.          *
*      This program aired "live" at 4:30 a.m. Eastern Time.              *
*               This program is not closed-captioned.                    *
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FEATURED ON TODAY'S CNN NEWSROOM:

--Bill Clinton easily wins re-election to the U.S. Presidency.

--Republicans retain their majorities of the House and Senate.

--Young political analysts interpret election results.

--CNN NEWSROOM recaps the Governors' races.

--Headlines from around the world_

ON TODAY'S WORLDVIEW:

--The Liberal Democrats are Japan's "comeback kids."

--Inside Africa: WORLDVIEW looks at democratic reforms in Uganda.

--Asia: Bejing will choose Hong Kong's next leader.

--U.S.: Voters address record number of ballot initiatives.

--Kids Voting USA teaches kids about the electoral process.

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ANCHOR DESK November 6, 1996 (2)

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* Check election results at our web site, http://allpolitics.com *
****

TOP STORY: PRESIDENCY

1. What has changed and what has remained the same in the outcome of the 1996 campaign? Provide the class with two fairly large outline maps of the U.S. and have students complete the following activities.
   a. Search media sources to note the states each candidate carried. Note also the number of electoral votes each state delivered to the winner.
   b. Color-code the first map to indicate which candidate took which state in Campaign '96.
   c. Gather similar information for all the candidates in the 1992 election and record on the second map.

   Compare the maps. What were the most significant differences between the two? Challenge students to search the media for political analysts' opinions on why some changes occurred and why some things remained the same. Share and discuss these in class.
2. Lead a class discussion of the "Perot Factor" in Election '96. In groups, have students gather data on the percentage of votes Ross Perot received and compare these with his showing in '92. What changes can students discern in his voting strength? What impact did his run for office have on the success or failure of either of the other candidates in both election years? Given the outcome of the '96 election, do you think Mr. Perot will run again in the year 2000? Why/Why not? What predictions would you make about the continued viability of the Reform Party? Explain your rationale.

HOUSE AND SENATE RACES

3. Distribute the HANDOUT (pg 3). Have students work in groups to gather information on the number of seats won by each party in each house, and indicate whether any races are still "too close to call." Have groups share and analyze their information. Which party has won control of each house? How does this control impact the agenda for President Clinton's second term?

BALLOT INITIATIVES

4. What measures appeared on state ballots around the U.S.? Distribute the HANDOUT (pg 4) and challenge groups of students to use media resources to identify some propositions and issues that appeared on state ballots. Direct each group to include the outcome of the vote on each initiative. Have groups share and interpret their findings in a class discussion: What larger economic, social and political issues are the basis of each of these measures? Do any of the outcomes offer insights into the national "mood" of the electorate on that issue?

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November 6, 1996 (3)

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*      *   * *   * * STUDENT HANDOUT:
********    **    ** CAMPAIGN USA '96:  CONGRESSIONAL TALLY
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DIRECTIONS: Use up-to-date media sources to help you fill in the information below on the number of seats won by each party in the U.S. House and Senate.

U.S. HOUSE OF REPRESENTATIVES

Seats won by:

Democrats	Republicans	Other (indicate party)
_____	_____	_____

Seats too close to call?

State: House District:

U.S. SENATE

Seats won by:

Democrats	Republicans	Other (indicate party)
_____	_____	_____

Seats too close to call (indicate state(s)):

AFTER ALL RESULTS ARE CONFIRMED, INDICATE THE TOTALS FOR BOTH HOUSES:

U.S. HOUSE OF REPSRESENTATIVES	U.S. SENATE
DEMOCRATS _____	DEMOCRATS _____
REPUBLICANS _____	REPUBLICANS _____
OTHER _____	OTHER _____
Control goes to:_____	Control goes to:_____

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*****  **    **    *                          November 6, 1996 (4)
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*      *   * *   * *
********    **    ** STUDENT HANDOUT:  BALLOT INITIATIVES
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DIRECTIONS: A record number of initiatives and referenda appeared on state ballots throughout the U.S. yesterday. Search your media resources to find some of these propositions, indicate the state where each appeared on the ballot, its name or number, and summarize

the issue. Finally, indicate the outcome of the vote on that issue.

STATE	PROPOSITION NAME/NUMBER	BRIEF EXPLANATION OF ISSUE	OUTCOME OF VOTE

Present and interpret your findings. What are the larger social, economic and political issues represented by each of these propositions? In your view, do any of these votes underscore the mood of the electorate nationwide on that issue? Discuss.

November 6, 1996 (5)

** NEWSROOM WORLDVIEW

JAPAN POLITICS: JAPAN--POLITICS--LIBERAL DEMOCRATIC PARTY

1. What gains did the Liberal Democrats make in last Sunday's elections? To what extent are the voters still apprehensive about the Liberal Democrats? How are they trying to regain the public's confidence? Investigate why the LDP lost power in 1993 then develop an action plan for how they might improve Japan's current "political climate." What does your data suggest appeals to Japanese voters? How highly would you rate the LDP's chances to restore their past political image? Explain.

INTERNET: http://cc.kyoto-su.ac.jp/information/famous/japancult.html

INSIDE AFRICA: UGANDA--POLITICS--ELECTIONS
2. Under what circumstances did Uganda elect its first president since independence? What are the aims of the new president's program? Set up a situation in which teams gather background information on Uganda, and then nominate and campaign for one of their team members to be elected the country's President. Use the background information to prepare campaign materials, including a platform stating the candidates' positions on what the group considers to be relevant issues. Deliver campaign speeches to an unbiased "electorate" (perhaps another class) and ask them to vote for the candidate of their choice. Considering his program, what effect might your new president have on Uganda? How does your president's platform compare with that of Uganda's real president? Analyze and discuss the differences between the two platforms.
INTERNET: http://imul.com/uganda/

HONG KONG NOMINEE: CHINA -- POLITICS; HONG KONG -- LEADERSHIP;
3. How will the choice be made for a new Chief Executive of Hong Kong? Conduct research to create a chart showing how the government of China is organized, including the central government, provincial governments and local governments. How is power shared among the various governmental levels? How much freedom of action is left to local and provincial governments? Considering what you have learned, how much control would you expect China to exert over Hong Kong after the transition?
INTERNET: http://linc.cis.upenn.edu/~tsang/hk.html
http://www.eecs.ukans.edu/~btwang/China/China.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
Ryutaro Hashimoto coalition LDP patronage Makerere University
autonomy magnate charade deregulation transition

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Thursday, November 7, 1996

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******  **   **   *                          Thursday, November 7, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	It's all over but the shouting, and both the winners and losers are moving ahead.	5:45	6:45
WORLD REACTIONS	Many world leaders expect election results to strengthen U.S. international relations.	:45	7:30
TAKING CARE OF BUSINESS	Wall Street expressed its approval of U.S. election results, posting an all time high.	:30	8:00
DEMOCRACY IN AMERICA	Congressional members of both parties, new and old, are ready to work together.	2:30	10:30
HEADLINES	Fighting has stopped in Goma, Zaire.	:45	11:15
SCIENCE DESK	At the University of Florida, researchers are finding a way to grow diamonds.	2:50	14:05
SPACE IS THE PLACE	Wednesday's launch of NASA's Mission to Mars has been postponed to Thursday.	:30	14:35
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:15	15:50
TOP OF THE WORLD	The Taliban's strict Islamic rule has changed the lives of Afghan women.	4:20	00:00
INSIDE RUSSIA	The recent lack of funding has hurt both laboratories and researchers in Russia.	2:45	00:00
VENDING MACHINES	The Japanese obsession with technology has led to a new way of shopping there.	2:25	00:00
HONG KONG LIZARD SOUP	Lizard soup is challenging the perennial popularity of the traditional snake soup.	2:30	00:00
CNN NEWSROOM WORLDVIEW CLOSE		:40	30:00

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ANCHOR DESK November 7, 1996 (2)

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* Turner Adventure Learning to find out how: 1-800-639-7797. *
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TOP STORY: LAST MINUTE POLITICS!

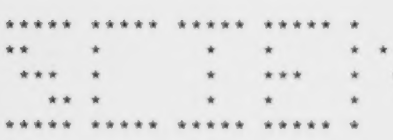
1. Ask students to assess the Clinton/Gore victory: Did the Democrats win or did the Republicans lose? What effect did the Independent ticket have on the victory? Explain.
2. Guide a discussion on the concept of a "loyal opposition."
   a. Four years ago, then-Senator Bob Dole referred to Republican Congressional members as the "loyal opposition." Who might be considered the loyal opposition in this race?
   b. What do you believe should be the role of the loyal opposition?
   c. How should members of the loyal opposition perform this role and not be accused of "playing politics"? Explain.
3. Challenge students to research the Presidential cabinet using texts and other sources. How many cabinet members are there and what are their official titles and responsibilities? Then divide the cabinet offices among small groups. Student groups should decide on the kind of person who should hold the position they are researching. They must consider:
   a. gender
   b. ethnic background
   c. personal/professional education and experience
   d. political history and affiliation
   e. beliefs and values that, historically, have guided his/her actions.

   Each group must write and deliver a speech to be made to the American public "selling" the ideal person whom they have chosen for the job.

DEMOCRACY IN AMERICA: AGENDA FOR THE NEW CONGRESS

4. Which party controls the House? Which party controls the Senate? How do you think this will impact on the "gridlock" decried by candidates throughout the campaign? Explain. Have students read texts and original writings to discover the rationale behind the system of "Checks and Balances" created by the Constitutional Congress. On the basis of their reading and the hue and cry against gridlock in Washington, lead an informal debate on the pros and cons of single-party control of two out of the three important governing bodies of the nation.

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------
post-mortem political ring shakeup infighting Secretary of State Secretary of Defense cabinet Commerce Secretary Energy Secretary



November 7, 1996 (3)

DESK: GROWING DIAMONDS

1. BEFORE VIEWING: Ask students to describe diamonds. Of what element(s) are they made? How are they formed in nature? Why are they valuable? How did they get the name "diamond"?

2. AFTER VIEWING: Have students revise their descriptions to include synthetic diamonds. How do the diamonds humans make differ from those formed naturally? Which are more valuable, natural or synthetic diamonds? Instruct students to write a paragraph explaining their answer.

3. Describe a crystal. What makes a substance crystalline? List examples of crystals. What different kinds exist? How are they formed? Do all crystals share the same properties? Explain. What is meant by the term "single crystal" diamonds? How are these gems made and used?
   a. Assign groups to research to find the different types of crystals that exist in nature.
   b. Groups should create models of crystals, then compare and contrast the crystals in class discussion.
   c. Have groups work together to create a display sharing information about all crystals, and especially single crystal diamonds, with the school community.

4. What is meant by the term "polymer"? Have students list examples. Of what are polymers composed? (ANSWER: monomers) Note the use of the term polymer. How does this term relate to diamonds? Are natural diamonds polymers? Are synthetic diamonds polymers? Why/Why not? Discuss responses. What polymers do contain the element carbon? Are there any polymers that do not contain carbon? Have students research to find the answers to these questions and report their findings.

5. Have students describe the new diamond growing process. How do diamonds grown using this new technology differ from naturally occurring diamonds? Distribute a copy of the HANDOUT (pg 4) to each student. Students will use information from the video, class discussion and additional media resources as necessary to complete the HANDOUT. When everyone has finished, challenge each student to write an informative article detailing the new diamond growing technology and comparing synthetic to natural diamonds. Submit the best articles for publication.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

adamas	silicon	polymer	carbon gas
laser	microwave	carat	single crystal

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******** ** **: STUDENT RESOURCE: HOW DOES YOUR DIAMOND GROW?

November 7, 1996 (4)

DIRECTIONS: Technology allows humans to mimic nature and synthesize naturally occurring substances, like diamonds. How do the natural and artificial process compare? How do the products compare? Answer these and other questions about synthetic diamonds using information from the video, class discussion and media references as needed to complete the chart below.

	NATURAL DIAMONDS	SYNTHETIC DIAMONDS
CHEMICAL COMPOSITION		
HEAT OF FORMATION		
TIME TO FORM		
COST		
PHYSICAL PROPERTIES		
USES		

November 7, 1996 (5)

** NEWSROOM WORLDVIEW

AFGHAN WOMEN: AFGHANISTAN--POLITICS; AFGHANISTAN--ISLAMIC LAW; ISLAM--FUNDAMENTALISM

1. What new rules have the Taliban imposed in Afghanistan? How are women reacting to the restrictions these rules have placed on them? Compare the role of women in an Islamic community as described in the early writings of Islam, including the Koran, with that typically decreed by Islamic fundamentalist teachings.
   a. How has the status of women changed in the Islamic world over time?
   b. What factors seem to be responsible for the changes that have occurred concerning the position of women in countries governed by Islamic fundamentalists?

Use your media center/community library to find a recent story, poem, essay, etc., by an Islamic woman. What hopes, dreams and concerns does she express for herself and other Islamic women?
INTERNET: http://www.afgnews.gnet.com/

RUSSIA SCI SLUMP: RUSSIA--SCIENCE--GOVERNMENT POLICY
2. How has scientific research been affected by the demise of the Soviet Union? How have some researchers reacted to this situation? Investigate the current state of Russia's economy. Prioritize a list of the problems facing the country. Where does funding scientific research rank on your list? Use your information to write a letter to a Russian scientific researcher in which you use your facts to either support their demands for scientific research funding or explain why Russia is no longer able to fund their projects. What will be the short-term and long-term effects of your position?
INTERNET: http://www.city.net/countries/russia/categories.html#info

HONG KONG LIZARD SOUP: HONG KONG--FOOD; SOCIAL LIFE AND CUSTOMS
3. Why is snake soup an important dish in Hong Kong? What does lizard soup offer that may allow it to compete with the more traditional snake soup? Hong Kong, of course, is not alone in having what some may consider to be unusual foods. Conduct a community search to find out what unusual foods are available in restaurants or homes where you live. Make a list of the various exotic foods served in local restaurants and cookbooks. Find out the origin of each of the foods and discuss what a culture's foods actually tell you about a culture.
INTERNET: http://linc.cis.upenn.edu/~tsang/hk.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
Taliban illiterate Koran regime liberal edicts toxicity invincibility heralded bankruptcy automation delicacy herbal

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NEWS NEWSROOM

Friday, November 8, 1996

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	NASA launched GLOBAL SURVEYOR satellite yesterday. Its mission: Map Mars.	4:40	5:40
HEADLINES	ZAIRE STUDENTS STORM GOVERNMENT OVER REFUGEE POLICY	:35	6:15
EDITOR'S DESK	Clinton Cabinet needs a new Secretary of State; Boris Yeltsin may be released soon from the hospital.	3:35	9:50
LOOK AHEAD	Next Week: Life on Matinicus Island	1:05	10:55
COMMUNICATE/ TRANSFORM	Officials recommend a nationwide Internet hookup for every U.S. classroom.	:40	11:35
CHECK IT!	Find us on the Internet: cnn.com/newsroom	:25	12:00
LOOK AHEAD	Next Week: Turner Adventure Learning Electronic field trip goes to Merritt Island.	2:20	14:20
TOSS TO CNN NEWSROOM WORLDVIEW	----------	2:10	16:30
TOP OF THE WORLD	Violence between Tutsi rebels and Zaire soldiers threatens the region's stability.	2:55	19:25
INSIDE EUROPE	An old law requires all dogs entering Britain to be quarantined for months.	2:50	22:15
CHINA GRIDLOCK	Although most people cannot afford a car, Beijing's streets are jammed with traffic.	3:15	25:30
RUSSIAN MARRIAGES	Some American men have been following their hearts all the way to Russia.	3:15	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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ANCHOR DESK November 8, 1996 (2)

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TOP STORY: MARS MISSION

1. What is the purpose of NASA's GLOBAL SURVEYOR mission to Mars? How have budget cutbacks affected this program? In what way does this change signal a "new era in planetary exploration," according to NASA?
2. AFTER VIEWING the video, have students divide sheets of paper in half lengthwise. At the top of Column 1 have students write "What We Know about Mars." At the top of the Column 2 have them write "What We Want to Know about Mars."
   a. Replay the video and direct students to note what is known about Mars in the appropriate column on their papers.
   b. Group students. Prompt a brainstorming session in each group where students use "What we know about Mars" to list some things they would like to know. Have groups share their lists.

   Challenge each group to choose any one item noted on the list and devise a plan or experiment that could help scientists address that question in the near future.

EDITOR'S DESK/NEWSQUIZ

3. This week's NEWSQUIZ (pg 4) requires students to unscramble anagrams to reveal terms related to the U.S. elections. On completion, challenge them to create their own election-related anagrams and quiz their classmates. ANSWERS: 1) suffrage; 2) loyal opposition; 3) ballot initiative; 4) Electoral College; 5) checks and balances; 6) gridlock; 7) referendum; and, 8) electoral map.

MEDIA LITERACY: THE POLL-ITICAL SEASON

4. A busy election year usually brings with it numerous political polls on TV, radio and in print media. How do political scientists use polling to help them gauge voter sentiment and predict election outcomes? Distribute the HANDOUT (pg 3). As a class, read and discuss the information presented, then group students. Instruct each group to find an example of one of the types of polls described and present/analyze that poll for the class. Groups may consult additional resources for information on sampling and poll wording/bias if needed.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

GLOBAL SURVEYOR PATHFINDER VIKING polar cap riverbed

November 8, 1996 (3)

MEDIA LITERACY: THE POLL-ITICAL SEASON

DIRECTIONS: Throughout the just-concluded political campaign, no doubt you heard and saw numerous polls designed to help pundits predict what voters were thinking. Read the information below about polling. When you are finished, find one example of any one type of poll described and present it to the class. Discuss its SAMPLE, MARGIN OF ERROR and POLLING METHOD as you determine the benefits and pitfalls of relying on polling to "take the pulse" of the electorate. If your polling example focuses on an issue rather than on candidate preference, you may also want to discuss how the wording of poll questions might affect responses.

TWO BASIC COMPONENTS OF POLLS: SAMPLE and MARGIN OF ERROR
When analysts decide to take a poll, they must also decide who will be polled. This group is called the SAMPLE. Typically, the most reliable way to select a group is to select individuals randomly, within certain parameters. The RANDOM SAMPLE assures pollsters that every person within those boundaries had an equal chance to be selected for the poll. There are different types of RANDOM SAMPLING which we'll address at another time.

The MARGIN OF ERROR, or sampling error, in a standard poll of 1,500 people is usually about 3 percent. That means that if 52% of the respondents indicate that they intended to vote for Bill Clinton, it could actually mean 55% (52 + 3 = 55) or 49% (52 - 3 = 49). No poll is perfect, but the margin of error gives pollsters a fairly accurate "cushion" to make general predictions (except in close elections).

SOME METHODS OF POLLING

1. TRACKING POLLS. Typically taken and published in a given period up to Election Day, the TRACKING POLL does just that -- it tracks voter sentiment about candidates or issues over a specified time period.

2. TELEPHONE POLLS. This method is commonly used since it is estimated that over 90% of Americans have phones in their homes. Usually it involves news organizations or campaigns that call voters' homes in an attempt to find out how they feel about specific candidates and issues.

3. EXIT POLLS. These are polls taken as voters leave the ballot box to determine how they voted.

4. "PHONE-IN" POLLS. In a "PHONE-IN" POLL, anyone with access to a telephone is invited to call in and state their preferences, as often as they'd like. "Mail-in" polls are much the same.

11/08/96 (4)

ANAGRAM
THE VOTE!

DIRECTIONS: Unscramble the letters below to reveal the term(s) associated with the elections that were used this week on NEWSROOM.

1. G R E F A U F S
right to vote

_____

2. Y A L O L P O S I T O P O N I
person philosophically opposed to another but agrees to work with that person

_____ _____

3. L T A O B L V I I T N I A I E T
measure put before voters by a group of citizens

_____ _____

4. T O R E E L C A L G L E C O L E
group of persons in each state who officially elect the U.S. president and vice-president

_____ _____

5. C C K S H E N A D C E A L A B N S
system U.S. Founding Fathers instituted to keep one branch of government from having too much power over the others

_____ ____ _____

6. O R I D C L G K
backlog of legislation due to party politics and one-upmanship

_____

7. D U M E R E R E F N
measure put before voters by a state legislature for their approval or disapproval

_____

8. L E E T A L O R C A M P
overall picture of the number of electoral votes each state has

_____ _____

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******** ** ** NEWSROOM WORLDVIEW

November 8, 1996 (5)

ZAIRE TUTSI REBELLION: ZAIRE--ETHNIC RELATIONS

1. Why has fighting broken out along the Zairian border? Why are political analysts concerned? Conduct a map study of the region that includes Zaire, Rwanda, Burundi, Uganda and Tanzania.
   a. Gather information about the size and location of their ethnic groups; size and location of the population

centers; areas of economic activity, including commercial farming, subsistence farming and mining; and, the location of each country's natural resources.

b. Place your information on the map, including the location and size of refugee camps and the location of acts of violence such as the recent border problems.

c. Study your map carefully, looking for trouble spots.
   i. What evidence might the analysts have used in determining that the border incidents could lead to regional instability?
   ii. What factors might be used to argue that the region around Rwanda is relatively stable?
   iii. What are the chances that more fighting will break out along the Zaire-Rwanda border? Explain.

INTERNET: http://www.sas.upenn.edu/African_Studies/Country_Specific/Zaire.html

BRITAIN MAD DOG: BRITAIN-- COMMUNICABLE DISEASES--GOVERMENT POLICY

2. What is the purpose of Britain's quarantine law? How effective has it been in fighting rabies? Study the symptoms, modes of transmission and global incidences of rabies today. How serious is the rabies threat? Determine which side of the quarantine issue you would support. Use your data to develop arguments to support your position, then debate the issue. Summarize arguments supporting your case. Include them in a letter to the British ambassador in which you advocate your position.

INTERNET: http://www.who.org/

RUSSIAN MARRIAGES: RUSSIA--EMIGRATION AND IMMIGRATION

3. Look into why some Russians want to come to the U.S. and why some Americans want a Russian spouse. In your opinion, are these marriages ones of convenience or real marriages? Should the U.S. government allow persons married under such circumstances to immigrate to the U.S.? Explain.

INTERNET: http://www.mgls.com/phodes_p/index.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

counterparts quarantined antiquated vaccinated reliability veterinarian infrastructure population density mass transit

NMIS NEWS NEWSROOM HEL

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NEWS NEWSROOM

Monday, November 11, 1996

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******  **   **   *                          Monday, November 11, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
*** TEACHERS: TODAY'S TOP STORY CONTAINS ACCOUNTS AND PICTURES WHICH MAY DISTURB STUDENTS. PLEASE PREVIEW THIS VIDEO. ***			
TOP STORY	Zaire's rebel leader says he will allow international aid to reach refugees in dire need in his country.	3:40	4:40
HEADLINES	LATIN AMERICAN SUMMIT BEGINS	1:00	5:40
FUTURE DESK	Enter the house that technology built, and see solar and geothermal energy in use.	2:45	8:25
SPORTS PAGE	Evander Holyfield stuns the boxing world.	:40	9:05
ISLAND LIVING	(Part I) Life on tiny Matinicus Island has its advantages and disadvantages.	4:20	13:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:55	15:20
TOP OF THE WORLD	One decade after Brazil's military dictatorship fell, little is forgotten.	2:40	18:00
SINGAPORE TRAFFIC	Singapore is trying to develop new ideas for preventing commuter gridlock.	3:05	21:05
INSIDE AFRICA	A new program helps babies stay healthy by providing baths with clean water.	2:00	23:05
SAKAMOTO PIANIST	A Japanese pianist is gaining worldwide attention for his performances.	5:40	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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ANCHOR DESK November 11, 1996 (2)

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TOP STORY: ZAIRE'S REFUGEES MAY GET HUMANITARIAN AID

1. What conflict is the source of the turmoil spreading throughout Central Africa? Where did the people go who were fleeing the violence in Rwanda and Burundi? Why does it appear that the refugee camps are not "safe havens" for these people? How has the leader of Zaire's rebels pledged to help them?
2. AFTER VIEWING: Ask students to explain what a "refugee" is then divide students into teams.
   a. Direct each team to explore the plight of any refugee group by conducting research into the circumstances behind their flight; where they found refuge and the living conditions there; and, if this occurred in the past, the ultimate outcome of their predicament.
   b. Have each group present its information.
   c. Discuss whether there was an international response to the plight of the refugees in each case. What is the media's role in focusing international attention on refugees? Do students think the international community is ready to commit its resources to the crisis in Zaire? Why/Why not?

ISLAND LIVING (PART I)

3. Where is Matinicus? What is its year-round population? Why is Matinicus considered to be among "the last of a dying breed"?
4. Ask students: What is the island's primary source of income? What is happening to this industry and how is this trend affecting the population of Matinicus? Group students and have each group conduct a brief geographic study of Maine's island communities. Then challenge groups to devise a plan to diversify the income base of islands that have relied heavily on the fish and lobster industries. Have groups share their ideas and evaluate each others' for feasibility.
5. Brainstorm to generate a list of some of the positives and negatives of living on a remote island. Point out that what might be a "negative" living condition to one person (e.g., isolation from others) might be a "positive" to another. Pose this scenario: You've just been offered a job that you want, but you must relocate to the island of Matinicus. Do you accept the job and move? You must state your reasons for accepting or rejecting this offer in a brief essay.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Zaire Rwanda Burundi Hutus Tutsis Matinicus accessible

***** * * ***** * * ***** ***** November 11, 1996 (3)

DESK: RENEWABLE SOURCES OF ENERGY

1. BEFORE VIEWING: Ask students to list energy needs that must be met in their daily lives, e.g., lights, heat, hot water, TV, etc. What are the sources for this energy? What are the pros and cons of depending on these sources? Explain.

2. AFTER VIEWING: Ask students to describe the two sources of energy highlighted in the video report. About how much of the energy needs of someone living in the energy-saving house will these sources meet? Explain. What are the advantages and disadvantages of dependence on these sources? Explain. Ask students: Which of the two houses would you like to live in (based solely on energy designs)? Why?

3. Photo-voltaic solar cells convert the sun's energy to energy used in the home. How efficient is this conversion? Give students a chance to explore this concept using the HANDOUT (pg 4). When they have concluded their demonstrations ask them to predict the next improvements to solar cells needed to move the nation from fossil and nuclear fuels to solar power.

4. Invite students to search the media center and the INTERNET for information about geothermal power. Where is it generally used, for what and how? In class have students compare their findings to the use of geothermal power in the energy-saving house. They should consider: a) convenience, b) amount of power, c) availability and d) additional energy sources needed to use it. In class discussion challenge them to "invent" future uses for this ancient source of energy.

5. Work with student groups to draw up a blueprint of the school. Note the square footage of the roof surface as well as the total square footage of the building and the uses of energy such as lights, computers or heat.
   a. What sources supply the building's energy needs?
   b. Have some students ask the principal to help them determine the school's daily kilowatt use.
   c. If the renewable sources of energy described in the report were available, what might the school's energy savings be?
   d. Invite students to use the INTERNET to connect to the Southface Energy Institute (http://www.eren.doe.gov/olypmics/southface.html) to ask questions about applying some of Southface's ideas at their school.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
solar shingles geothermal heat pump watts photo-voltaic energy

November 11, 1996 (4)

STUDENT HANDOUT: USING SOLAR POWER

DIRECTIONS: Follow the directions below to construct a solar-powered motor to help you determine the efficiency of a solar cell. You

will need to collect the following materials:

a. Small DC electric motor,
b. solar cells,
c. string,
d. mass sets,
e. stop watches,
f. meter sticks,
g. ring stand and clamps,
h. a multimeter
i. a strong light source.

PART A -- The Setup: Follow these steps to setup your motor.

1. Clamp the electric motor to the ring stand securely. Position the motor so the shaft extends out over the edge of the table.
2. Attach the string to the shaft of the electric motor so that when the motor runs the string will wind up around the shaft.
3. Fix the solar panel to the table and wire it to the motor. Check polarity.
4. Shine a bright light on the solar panel and watch for the motor shaft to begin turning. If it fails to turn, use the multimeter to check for output from the solar panel and input to the motor. Change connections as needed.
5. On the loose end of the string attach a known mass so that as the shaft of the motor turns the mass is lifted from the floor.

Part B -- Testing light sources

1. When the setup is complete, choose a light source and place it a set distance from the cell so that most of the light hits the solar panel. Connect the panel to start the motor turning.
2. As the mass is raised use the stopwatch to measure how long it takes it to reach the top of the ring stand. Record the data.
3. Repeat, this time using the multimeter to measure current flowing to the motor and the motor's resistance. Record the data.

Part C -- Calculations

Although the efficiency of machines is generally calculated by dividing work output by work input and multiplying by 100%, follow the directions below to calculate efficiency of the power source by comparing output power to input power.

1. To determine the input power (from the solar cell) use the following equation: Current (amps measured by the multimeter) squared x resistance (ohms) x time needed to raise the weight (sec) = power input (watts).
2. To determine the output power (put out by the machine) use the following equation: mass of the weight (kg) x g (9.8 m/s/s) x height (distance mass was raised) (m) divided by time needed to raise the mass (sec) = power output (watts).
3. To determine the efficiency divide the output power by the input power and multiple the result by 100%.

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******** ** ** NEWSROOM WORLDVIEW

November 11, 1996 (5)

BRAZIL DICTATOR: BRAZIL--POLITICS

1. Describe the legacy left by the military dictatorship in Brazil. Why are people still pressing for information a decade after the dictatorship ended? Conduct a chronological study of the effects of a military dictatorship, from the 1964 military overthrow of Joao Goulart to Jose Sarney's election in 1985 which ended military rule. Focus on the specific acts of the military government aimed at a) controlling the population, b) stabilizing the economy and c) eliminating opposition. For

what should the military government be criticized? Was progress made during its rule? Considering the events on your chronology, write an editorial about the legacy of the military dictatorship.
INTERNET: http://www.nerdworld.com/nw780.html

SINGAPORE TRAFFIC: SINGAPORE--TRANSPORTATION
2. Why does Singapore have an especially difficult traffic problem? What techniques have they used to improve the situation? Research Singapore traffic conditions and traffic control measures to develop a plan for how similar measures could be helpful in improving traffic conditions in your community. How might the public react to them? How might concentrated urban centers such as Singapore help other cities understand the implications of urban growth in their own futures?
INTERNET: http://www.sg/infomap/mita/tpt-land.html

EGYPT BABY WASH: EGYPT--INFANTS--HEALTH AND HYGIENE
3. How does the baby washing service in Egypt work? Gather statistics on infant mortality rates (IMR) for each of the North African countries from Morocco to Egypt. Graph your data and compare with data for a selected country in Europe. What conclusions do you draw from your data? Gather information on the living conditions of the poor in Egypt in order to explain why their infant mortality rate is so high. Use your information to write a documentary-style story about the effect the living conditions have on the children. Discuss your conclusions and develop a plan for what should be done to improve the situation. Send a copy of your plan to the UN Secretary-General and ask for a response.
INTERNET: http://public.carleton.edu/~linksvat/Egypt.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
forensic experts suppress compensate allocated hygiene
entitlement incentive expatriates perplexed avant garde

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NEWS NEWSROOM

Tuesday, November 12, 1996

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********* ** ** NEWSROOM

Tuesday, November 12, 1996

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	While the world focuses on delivering aid to Zaire, a lasting solution to the bloody civil war remains hidden.	5:00	6:00
IN THE HEADLINES	LATIN AMERICAN NATIONS, INCLUDING CUBA, COMMIT TO DEMOCRACY AT VINA DEL MAR.	:30	6:30
INTERNAT'L DESK	A bitter debate over racism has played havoc with Australia's economy.	3:40	10:10
FYI	During the U.S. Civil War, Matinicus reached its peak population of 300.	:30	10:40
ISLAND LIVING II	Matinicus Islanders are proud of their independence; but even they need help from time to time.	4:00	14:40
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:15	15:55
TOP OF THE WORLD	The controversy continues over NATO membership for eastern European nations.	2:55	18:50
NORWAY BORDER	Norway has defended its border with Russia since 1946 under strange circumstances.	2:50	21:40
INSIDE ASIA BANGLADESH	The illicit trade in human organs is a growing concern in Bangledesh.	2:50	24:30
AUCKLAND TOUR	Auckland may be a small island but it is filled with interesting sights for tourists.	4:15	28:15
CNN NEWSROOM WORLDVIEW CLOSE		1:45	30:00

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ANCHOR DESK November 12, 1996 (2)

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* reserve, with Turner Adventure Learning's exciting electronic *
* field trip, Protecting Endangered Species, In the Shadow of *
* the Shuttle, November 14 and 15. *
****

TOP STORY: ZAIRE

1. In her report, CNN's Christiane Amanpour says: "While the world focuses on delivering humanitarian aid to Zaire, the real solution, say regional governments, must be political." What do your students think the regional governments believe a "political solution" requires? Do they believe the rebels agree? Explain.
2. Invite students to research encyclopedias, history texts, current periodicals and newspaper articles to discover the answers to the following questions:
   a. In what ways have Europeans interacted in the history of the Lake Country of Central Africa?
   b. How did their colonizing activities result in the crisis between the Tutsi and Hutu tribes that have lived in the area for centuries?
   c. Are their actions continuing to exacerbate these problems today? Explain.

   On the basis of their research ask students to summarize the problems at the root of the military crisis in Zaire and the surrounding Lake Country of Africa. In their opinion, what "political" solutions might the EU and the UN propose that could help to bring a lasting solution to the ongoing crisis?

ISLAND LIVING, PART II

3. After viewing the second report in this series, ask students to list the pros and cons of the isolation that is part of living on an island. Invite students to write a short narrative essay on what they believe would be the effect of island isolation on their own lives. Would they like it? What positive and/or negative impacts might it have on their lives?
4. Ask students to describe the services unavailable to isolated Matinicans. Why are these services important? Help your students identify groups of people in their own community who are as isolated as the Matinicus islanders. FOR EXAMPLE: people who are unable to read or can't afford health care. Challenge students to discover support systems for these groups. In class help students compile their research into a simple booklet intended to help "islanders" in their own community.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

breakthrough re-education genocide slums corruption scrounge weathered lifeline evacuation formidable daunting denominations

November 12, 1996 (3)

***** DESK: AUSTRALIA RACISM

1. BEFORE VIEWING: Have students describe the kinds of remarks or claims made about people that could be classified as racist.

2. AFTER VIEWING: Which ethnic groups did Pauline Hanson's remarks target? What impact could such remarks have on Australia's relations with other countries? Explain. What has been Prime Minister John Howard's reaction and what stance do you think he should take? Explain.

3. Challenge students to use the media center and online resources to find out specifics in Australia's past and current immigration policies. Are/were some groups excluded? If so, who? What rationale was given? Discuss the policy in light of the recent "flap": To what extent has Australia's former policies and practices contributed to its current position? Explain.

4. Ask: What is an aborigine? Why would the talk show host heard in the video segment ask Ms. Hanson, "Do you owe the Aborigines anything?" Discuss the origins of Australia's majority population. Assign segments of Australia's history to each of several student work groups to research the Aborigine-settler relationship. Distribute to each group a copy of the HANDOUT (pg 4) to guide their research and an outline map of Australia. Have groups compile the following information:
   a. Geographical placement of aborigine populations.
   b. Social and economic living conditions.
   c. Legal status -- civil liberties, citizenship privileges, land ownership, legal protections, etc.

   Have each group a) present its findings, b) respond to the talk show host's question and c) defend its response. Create a class portrait of Australia's indigenous population and include examples of art, beliefs and lore. Arrange for students to act as a "living museum" and present their research in storytelling form to other classes.

5. What percentage of Australia's population is comprised of Asian immigrants? Research where Australia's Asian population originated and why they emigrated. Then investigate the trade relations established between Australia and Asian countries. Create a display depicting the trade benefits accruing to both export and import nations. How much does Australia's economy depend on this trade?

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

racism aborigines Pauline Hanson John Howard resolution racial tolerance non-discriminatory immigration Summer Olympics

November 12, 1996 (4)

******** STUDENT RESOURCE: ABORIGINAL AUSTRALIA

Claims are made that the Australian Aborigines have the "longest continuous cultural history in the world," having arrived in what is now known as Australia about 40,000 years ago. They settled the coastal areas, mostly, in what may have been 11-21 different "regional subdivisions."

Dutch, Portuguese and the Spanish seamen were familiar with its territorial waters but the Dutch actually explored the land in the 17th century. In 1770, Britain, in the form of Captain James Cook, staked its claim and created a penal colony at Port Jackson (now Sydney). The colony remained intact from 1788 to 1839. Between 1786 and 1859, settlers established 6 colonies: New South Wales, Tasmania, Western Australia, South Australia, Victoria and Queensland. The population swelled when gold was discovered; the individual colonies federated in 1901 into the Commonwealth of Australia.

Estimates have been made that 300,000 aborigines lived in Australia when the British first arrived. The British declared the land "terra nullius," Latin for "empty land belonging to no one," because they saw no signs of government or land ownership. Aborigines were forced from their land, fueling Aboriginal resistance and the inevitable backlash. Tasmania Aborigines were all but wiped out and "Within 100 years all that was left of traditional Aboriginal society consisted of relatively small groups in central and northern Australia." Europeans were rarely penalized for killing an Aborigine. Aborigines succumbed to the settlers' diseases in droves and the settlers' sheep and cattle destroyed "habitats and waterholes" which had sustained the local ecology for centuries.

Soon after the creation of the Commonwealth, legislation was passed to "segregate and protect" Aboriginal peoples. Constraints were placed on employment, land ownership and some parental rights. On the other hand, non-Aborigines did not have free access to reserved areas and "mineral exploration was forbidden."

Organized and better educated, the Aborigines began a land-rights movement after World War II. The government's "assimilation policy" of the '60s extended control even further over Aborigines' lives, deciding whom they could marry and where they could live; but, citizenship was granted in 1967 and the "assimilation policy" was dismantled and replaced by a "policy of self-determination." In 1992, Australia's High Court declared invalid the doctrine of "terra nullius" and allowed some Aboriginal land claims.

SOURCE: ABORIGINAL AND TORRES STRAIT ISLANDER website:
http://www.lonelyplanet.com.au/dest/aust/abor.htm

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*****  **    **    *                          November 12, 1996 (5)
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********    **    ** NEWSROOM WORLDVIEW
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RUSSIA NATO: RUSSIA--POLITICS; NORTH ATLANTIC TREATY ORGANIZATION--MEMBERSHIP

1. What reservations does General Lebed have about Eastern Europe's membership in NATO? Why does he feel this will occur in spite of Russian objections? Briefly review the history of Russia's wars with Western European countries, including the

1812 war with Napoleon, the Crimean War, World War I, World War II and the Cold War. Use your data to create a graphic study of the causes of these wars. Who was the aggressor in each case? What role did Russian diplomacy and militarism play in each war? Historically, has Europe been a threat to Russia or has Russia been a threat to Europe? From an historical perspective, should Russia fear the membership of Eastern European countries in NATO? Might Russia benefit from such membership? Explain.
INTERNET: http://www.nato.int/

NORWAY BORDER: NORWAY--SECURITY MEASURES
2. Why might the Norway-Russia border policy serve as a model for future NATO borders with Russia? What singular practices keep the Norway-Russia border both peaceful and professional? Use a map of the area to trace the Norwegian-Russian border. Mark any towns or developments along its length, from the Gulf of Finland north. Compare these border conditions with the Russia-Poland border. What are the differences in the two border situations? How well might the Norwegian-Russian model fit these different circumstances?
INTERNET: http://city.net/countries/norway/categories.html#info

BANGLADESH KIDNEY: BANGLADESH-ECONOMIC CONDITIONS; DONATION OF ORGANS, TISSUES, ETC.
3. Describe the transaction depicted in the video segment. How much did the organ donor receive for his kidney? In your opinion, was this a "fair" amount for the organ? Explain. Gather information on Bangladesh's economy, including data on the status of the country's poor. What would $1000 mean to a poor Bangladesh family? Would you expect the same amount to be offered if the ad were placed in a U.S. newspaper? Create debate topics from issues stemming from organ and tissue donation.
INTERNET: http://asnic.utexas.edu/asnic/countries/bangla/

----------WORLDVIEW: TODAY'S NEWS TERMS----------
Gen. Alexander Lebed posturing Cold War illicit trade
dialysis Maori Kauri pine pristine canopy

Wednesday, November 13, 1996

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
***WARNING:	PLEASE PREVIEW TOP STORY. MAY DISTURB SOME VIEWERS.***		
TOP STORY	Saudi, Kazakh planes collide in mid-air.	3:00	4:00
HEADLINES	U.S. MILITARY TEAM IN CENTRAL AFRICA; UN CONDEMNS U.S. CUBA POLICY	1:00	5:00
AROUND THE WORLD	FAO hosts the World Food Summit in Rome amid speculation of a new plan of action.	2:25	7:25
FACTOID	First Women's Basketball in '76 Olympics	:35	8:00
BUSINESS DESK	Can two women's professional basketball leagues survive economically?	2:20	10:25
NEWSDATE	Vietnam Memorial dedicated	:30	10:55
ISLAND LIVING	Living on Matinicus and going to high school are mutually exclusive endeavors.	3:30	14:00
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:50	15:50
TOP OF THE WORLD	Agent Orange, a chemical used in the Vietnam War, still affects the vets.	2:50	18:40
CULTURAL CALAMITY	A lack of funds is threatening Russia's cultural heritage.	3:25	22:15
INSIDE S. AMERICA	Easter Island's monoliths continue to interest both scientists and tourists.	2:50	25:05
MINI PALACE	China's past undergoes restoration.	:40	25:45
HONG KONG EMPRESS	China is trying to educate the people of Hong Kong about China's rich heritage.	2:40	28:25
CNN NEWSROOM WORLDVIEW CLOSE		1:35	30:00

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ANCHOR DESK November 13, 1996 (2)

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TOP STORY: AIR DISASTER OVER INDIA

1. What do we know about yesterday's mid-air collision over India? What are aviation experts speculating about possible causes of this disaster?
2. Ask: In your opinion, how should the media report natural and human-made disasters? Is too much or too little attention given to these kinds of stories? Use these questions to open class discussion. Then direct each student to read an article or watch/listen to a news broadcast about this or another disaster story. Challenge each student to write a critical analysis of the report and present it to the class.

AROUND THE WORLD: WORLD FOOD SUMMIT

3. Note the statistics on world hunger and views about food resources from the report. Ask: What causes hunger and famine? List these on the board, then pair students and distribute a copy of the HANDOUT (pg 4) to each pair. Review the categories and compare with those listed on the board. Ask students to give some examples, then have them use resources to find an example for each category listed. Students must be able to locate the country/region on a world map; describe and give statistical data regarding the impact felt and eventual outcome; and, identify a similar occurrence for another region, past or current, noting how it dealt with hunger. Have each team represent one of those countries/regions at a mock Hunger Summit to discuss and write up recommendations to governments based on students' findings and analyses.

BUSINESS DESK: WOMEN'S BASKETBALL

4. Explain how the ABL and WNBA differ. How does the existence of two women's basketball leagues affect each league's chances for success? Why?
5. If you were launching a new professional spectator sport, what factors might you consider before determining its chances of success? Distribute the HANDOUT (pg 3) and have student groups choose a sport to organize and promote. Have each group answer the questions on the HANDOUT as they pertain to the sport chosen. Have each group discuss the economic benefits and drawbacks of such a venture, locally and nationally, and assess its realistic chances for success.

ISLAND LIVING (PART III)

6. What decision do the 8th graders? What concerns do they have as they consider the next step in their education? Explain how their decisions will likely impact their families as well.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Dadri, India Saudi Arabia Kazakhstan Utopia FAO WNBA ABL

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***** *   * ***** ***** *     * ***** ***** *****  Nov. 13, 1996 (3)
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****  *   *  ***    *   *  *  * ***    ***   ***
*   * *   *    **   *   *   * * *        **    **        THE SPORTS
***** ***** ***** ***** *     * ***** ***** ***** DESK:   BUSINESS
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DIRECTIONS: As a group, choose a sport that is currently NOT considered a nationally recognized professional spectator sport (such as women's basketball, as seen in the video). Outline a plan to "take it to the fans." Use the questions below to help you organize the main points of your plan.

1. What new "professional" spectator sport are you introducing to the public? What is the name of your league or professional organization?

2. Who is your likely target market for ticket sales to these sporting events?

3. How do you plan to reach this target market? Describe your basic broadcast and advertising strategies.

4. Where will sporting events be held? Will this sport necessitate the building of a new arena or field, or does a suitable facility currently exist in your community? Explain.

5. How will you determine ticket prices for these events?

6. If your sports venture is successful, how might it positively impact other aspects of your community and nation? What impact might it have if the business fails to generate a profit locally? Nationally?

Share your ideas and discuss how you would launch your sport's inaugural season. Assess your organization's realistic chances for success in the business of professional sports.

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*****  **    **    *                          November 13, 1996 (4)
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*      *   * *   * *
********    **    ** STUDENT HANDOUT:  WORLD HUNGER
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DIRECTIONS: Find an example for each category below. Note the affected country/region and describe the impact and outcome, providing statistical data where possible. Then, identify another region similarly affected at any point in history and state the outcome, including actions taken to alleviate hunger.

Category: DISEASE/INFESTATION

COUNTRY/REGION	IMPACT & OUTCOME	SIMILAR EXPERIENCE/ OUTCOME/RESOLUTION

Category: NATURAL DISASTER/ECOLOGICAL CHANGE

COUNTRY/REGION	IMPACT & OUTCOME	SIMILAR EXPERIENCE/ OUTCOME/RESOLUTION

Category: DEMOGRAPHIC CHANGES (population growth, migration)

COUNTRY/REGION	IMPACT & OUTCOME	SIMILAR EXPERIENCE/ OUTCOME/RESOLUTION

Category: POLITICAL UPHEVEAL (war)

COUNTRY/REGION	IMPACT & OUTCOME	SIMILAR EXPERIENCE/ OUTCOME/RESOLUTION

November 13, 1996 (5)

NEWSROOM WORLDVIEW

VETS AGENT ORANGE: VIETNAM WAR, 1961-1975; HERBICIDES--AGENT ORANGE

1. Why was George Baldauf unable to receive military medical assistance for his illness? How has recent legislation changed his situation? Study the controversy surrounding the use of Agent Orange in Vietnam. Create a display showing the qualities attributed to it, what it was used for and its effect on U.S. veterans, the Vietnamese and the Vietnamese countryside

in general. How strong is the argument that Agent Orange actually saved American lives in Vietnam? Should the use of Agent Orange be considered a form of chemical warfare? Why/Why not? What responsibility do the American people have to compensate those injured through the use of Agent Orange? Defend your rationale.
INTERNET: http://www.nap.edu/readingroom/books/veterans/index.html

CULTURAL CALAMITY: RUSSIA--MUSEUMS--HERMITAGE
2. What calamity has fallen upon culture in Russia? What priorities has the Russian government set? Gather information about St. Petersburg's Hermitage Museum, focusing on its exhibits, the number of international tourists that visit annually and any figures that might help you to estimate the cost for running the museum. (You might consult a local museum curator for suggestions.) If each tourist paid an entry fee of $10.00, would the museum have enough revenue to operate and repair itself? Without government aid, what alternatives might they consider? What would be the effect of increased tourism? How might this be accomplished? Is this situation a real "calamity" or are Russia's museum directors clinging needlessly to their traditional ways of doing business?
INTERNET: http://www.mlode.com/~trader/russia/cartweb2.htm

HONG KONG EMPRESS: CHINA--HISTORY--QING DYNASTY
3. Why is China interested in imparting cultural pride to Hong Kong? What were Empress Cixi's achievements? Find information on the Qing Dynasty and, especially, on Empress Cixi. Use your data to make a poster promoting the exhibition in which you emphasize the values or ideals that China must be trying to impart to Hong Kong. Why did China choose this Empress rather than another person or time in China's long history?
INTERNET: http://www.mordor.com/pei/history1.html
http://www.chron.com/voyager/china/history/qing.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
herbicide Hodgkin's disease Agent Orange cultural icon
Hermitage maoi petroglyph UNESCO monolithic Rapa Nui

Thursday, November 14, 1996

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******  **   **   *                          Thursday, November 14, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Some members of the international community are ready to respond to the crisis in Zaire.	6:25	7:25
HEADLINES	FOOD SUMMIT BEGINS; AIR DISASTER UPDATE	:45	8:10
SCIENCE DESK	One researcher believes that a "smart virus" holds the key to curing cancer.	2:25	10:35
F.Y.I.	Ever wonder how ships spot lighthouses during the day? The distinctive paint on lighthouses identify them.	:35	11:10
ISLAND LIVING	(Part IV) Many lighthouses along Maine's coast are in dire need of repair.	3:25	14:35
CHECK IT OUT!	"The Tree" has arrived at Rockefeller Center in New York.	:50	15:25
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:20	16:45
TOP OF THE WORLD	China has made it clear that it expects to curtail Hong Kong's political freedoms.	2:35	19:20
INSIDE EUROPE	The British Government is at odds with a European Union work week directive.	2:45	22:05
TAKING CARE OF BUSINESS	Some Malaysian banks are issuing credit cards that rely on self-discipline.	4:15	26:20
EGYPT GAMAL MOVIE	A new Egyptian film presents a positive image of past President Gamal Nasser.	2:55	29:15
CNN NEWSROOM WORLDVIEW CLOSE		:45	30:00

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TOP STORY: INTERNATIONAL COMMUNITY RESPONDS TO CRISIS IN ZAIRE

1. What nations have volunteered to send troops to participate in a multinational humanitarian effort in Zaire? Approximately how many U.S. troops will assist in this effort? Why do you think President Clinton has agreed to U.S. military aid in the region?
2. Have students define the term "humanitarian mission" then discuss how this kind of mission differs from the traditional role undertaken by the military. Group students. Ask each group to select and research one humanitarian mission in which the U.S. military has taken part and present its findings. After all presentations are complete, direct each student to a) write an essay weighing the pros and cons of sending U.S. troops to Zaire to perform in this capacity; and, b) offer his/her own opinion of the action.

EXTENSION: Present the following scenario for discussion: You are a member of the U.S. House of Representatives. A colleague has introduced a resolution supporting the President's decision to send U.S. troops to Zaire. As an elected representative, you have received numerous letters both for and against this decision. Do you vote in favor of or in opposition to this resolution? Open the floor up for class discussion and have students state the rationale for their positions.

ISLAND LIVING (PART IV)

3. Why are many of Maine's historic lighthouses in disrepair? Explain how automation has had an effect on lighthouse upkeep. What plan are activists for historical sites proposing to save the lighthouses? What signs are there that their idea is beginning to take hold?
4. Group students. Direct each group to choose a lighthouse anywhere in the United States and gather as much information as they can about it. On a piece of poster board, have each group draw a detailed color picture of its lighthouse and list some factual information about its location, age, etc. After groups present their work, post all the "lighthouse cards" around the classroom. Then challenge each student to select one lighthouse and write a short story using the lighthouse as the setting.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

cholera multinational force repatriation UNHCR Goma
barter genocide U.S. Coast Guard automation MAINE LIGHTS

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***** ***** ***** ***** *     * ***** ***** DESK: OUTSMARTING CANCER
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1. BEFORE VIEWING: Ask students to describe cancer. What causes this disease? What parts of the body are affected? How is cancer treated?

2. AFTER VIEWING: Have students compare the new cancer treatment listed above to the more traditional treatments. Encourage students to use research materials to find other medicinal uses for viruses. Have them detail their findings in an article: Viruses: Friend or Foe?

3. Describe a virus. Distribute the HANDOUT (pg 4) and challenge students to follow the directions and complete it. Of what components does a virus consist? Are viruses alive? How do they differ from cellular-based organisms? Arrange a class debate: RESOLVED: Viruses lack the characteristics of living things and are not alive.

4. Invite student teams to construct virus models using various materials. Suggested viruses are given below.
   a. Tobacco Mosaic Virus
   b. Influenza Virus
   c. Smallpox Virus
   d. T-4 Bacteriophage
   e. Ebola Virus
   f. Adenovirus
   g. Human Immunodeficiency Virus

   Students may use a variety of resources to discover the following information about their assigned virus.
   a. geometric shape of their virus, e.g., icosahedral, spherical, cylindrical/helical, etc.;
   b. actual size; and,
   c. internal as well as external characteristics.

   Their models should be made to scale using the classroom to represent the host. Share models in a display on viruses.

5. Using the HANDOUT (pg 4), information from the video and other references, challenge student groups to enact a course of treatment in which the virus attacks a tumor cell. As the course of the treatment begins, the cell, tumors, viruses, drugs, etc., should carry labels or props to indicate the part they play. The course of treatment should be narrated by a team of physicians. The demonstration could be repeated for other classes and/or the PTA.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Virus	cancer	cancer gene P53
American Cancer Society		drug delivery system

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*****  **    **    *                          November 14, 1996 (4)
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********    **    ** STUDENT HANDOUT: OUTSMARTING CANCER
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DIRECTIONS: Nearly everyone suffers from a cold or the aches and fever of the flu. People generally blame such minor illnesses on a virus. Today, researchers hope to use what they have learned about these tiny biologicals in order to use them to defeat cancer. In order to understand how this strategy might work, use texts, on-line resources and other references as needed to write definitions of the

following terms related to viruses. Illustrate your definitions where applicable.

VIRAL TERM	DEFINITION/ILLUSTRATION
host cell	
lytic cycle	
capsid	
DNA or RNA	
lysogenic cycle	
adsorption	
transduction	

November 14, 1996 (5)

NEWSROOM WORLDVIEW

HONG KONG POLITICS: HONG KONG--POLITICS; HONG KONG--FREEDOM

1. In what ways has the Chinese government stated that it will curtail the political freedoms Hong Kong has enjoyed in the past? How have the people of Hong Kong reacted to China's statements? Gather data and create a model showing a) how the Hong Kong government is currently structured; b) how laws are made; and, c) the political freedoms the people traditionally have enjoyed. How different is their government from the one where you live? Considering the changes China wants to impose, how would you react if similar changes were made in your country? Write a letter to "a friend" living in Hong Kong and suggest what you think the people should do in reaction to the

policies China plans to impose.
INTERNET: http://linc.cis.upenn.edu/~tsang/hk.html

MALAYSIA CREDIT CARD: MALAYSIA--ECONOMY--CREDIT CARDS
2. How are the credit card policies of Malaysia's banks different from those of other banks in the world? What role do Islamic principles play in regulating the conduct of credit card users? Research and make a list of the principles that comprise the Sharia Law. How would you characterize a society in which such principles were adhered to by everyone? How practical are such principles for guiding the economic behavior of a community? From a more practical perspective, how would banks make money from credit cards that do not charge borrowers anything? Considering the information in the video, the Sharia Law and the realities of banking, what information do you think has been omitted from the video story? Why?
INTERNET: http://www.geocities.com/RainForest/2029/islamlnk.htm

EGYPT GAMAL MOVIE: EGYPT--MOTION PICTURES; EGYPT--HISTORY--GAMAL ABDEL NASSER
3. Who was Gamal Abdel Nasser and how is he portrayed in the movie NASSER '95? How have Egyptians reacted to the movie? Gather data and use it to write a characterization of Nasser as the President of Egypt and the effectiveness of his policies, especially those related to the Suez Crisis in 1957. Compare your characterization with the one portrayed in the recent movie? How do you account for the differences in the two?
INTERNET: http://www.arab.net/egypt/history/et_nasser.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
crackdown commemoration curtail rights freewheeling collusion Islamic heritage Sharia Law profiteering self-discipline irony

NEWS NEWSROOM

Friday, November 15, 1996

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	President Clinton announces that U.S. troops in Bosnia will not be coming home soon, as he had promised last year.	3:05	4:05
HEADLINES	VIOLENCE IN ST. PETERSBURG; VALUEJET CRASH UPDATE	1:00	5:05
EDITOR'S DESK	CNN NEWSROOM recaps this week's stories on Zaire, the Food Summit and plane crash over India.	4:05	9:10
LOOK AHEAD	NEXT WEEK: NEWSROOM GOES RINGSIDE	1:15	10:25
BERNADIN REMEMBERED	CNN Correspondent Jeff Flock explains why so many are mourning the death of this Catholic leader.	3:20	13:45
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:15	15:00
TOP OF THE WORLD	American bombs that targeted Laos during the Vietnam War continue to be a hazard.	4:25	19:25
TAKING CARE OF BUSINESS	JAPAN: Illegal immigrants are necessary to maintain Japan's competitive edge.	2:40	22:05
INSIDE AFRICA	Some players in Egypt have discovered a solution to their equipment shortage.	2:40	24:45
PHILIPPINE ZOO	The Manila Zoo is getting a makeover that patrons fear may boost entry fees.	2:05	26:50
CHECK IT OUT!	Archeologists have unearthed some playful history in Colchester, England.	1:25	28:15
CNN NEWSROOM WORLDVIEW CLOSE		1:45	30:00

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TOP STORY: BOSNIA TROOPS

1. What "promise" did President Clinton make last year about committing U.S. troops in Bosnia? What has changed since then? Lead a class discussion of possible consequences of having U.S. troops committed to Bosnia and Zaire simultaneously. Group students to monitor and report news items and commentary on the administration's decision in order to assay the opinion of political analysts, average citizens, and career and enlisted military personnel.

EDITOR'S DESK/NEWSQUIZ

2. This week's NEWSQUIZ (pg 4) tests students' recall of people, places, etc., that were central to CNN NEWSROOM reports of the week's major stories. ANSWERS: 1) Hutus, Tutsis; 2) Burundi, Rwanda; 3) Canada; 4) humanitarian; 5) India; Saudi Arabia, Kazakhstan; 6) FAO, Rome; 7) NATO, Bosnia, IFOR.

CARDINAL JOSEPH BERNARDIN

3. What personal qualities did Cardinal Bernardin manifest that attracted Chicago's Catholics? Have students search for information about him that would demonstrate these qualities. Combine findings into a class tribute to the Cardinal.

EXTENSION: Ask each student to peruse the obituary columns and bring a sample to class. Have students note the categories of information typically found then write an obituary for a fictitious person who was beloved by his or her community.

MEDIA LITERACY: MEDIA SURVEY ON CRISIS IN ZAIRE

4. Distribute the HANDOUT (pg 3). As a class, read the directions and discuss possible available sources for students to survey. Allow ample time for each student to survey three sources, and record his/her findings on the chart. Then have volunteers present their findings. Generate a class discussion to solicit students' opinions on the role of the media in prompting a U.S. response to the crisis in Zaire.

CHALLENGE: Group students. Have each locate one news story on a recent crisis and determine whether or not the U.S. intervened. In students' opinions, did the media play a part in the decision to intervene (or NOT to intervene)? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

NATO	IFOR	Javier Solana	William Perry
rules of engagement		mandate	Joseph Bernardin

November 15, 1996 (3)

MEDIA LITERACY: MEDIA SURVEY ON
STUDENT HANDOUT CRISIS IN ZAIRE

DIRECTIONS: Some observers argue that the primary reason behind U.S. involvement in Zaire is pressure brought on by media coverage of the tragedy there. What do you think? Search for 3 different reports on the crisis in Zaire. You may want to check the INTERNET for stories from different newspapers, or watch television reports on the topic. For each report, record your findings below. Indicate the source of the report and its date, and whether the report either directly or indirectly calls for outside intervention to alleviate the crisis. Explain your answer.

SOURCE OF REPORT/ARTICLE	DATE	DOES THE REPORT SPUR ACTION? EXPLAIN.

Based on your survey, do you agree or disagree with the assertion that the media is primarily responsible for the U.S. response to the crisis in Zaire? Explain.

CHALLENGE: Choose another crisis situation that erupted over the past few years and see if you can locate a news story about that situation. Did the U.S. intervene? In your opinion, did the media play a role in the decision to intervene or remain uncommitted?

11/15/96 (4)

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DIRECTIONS: Fill in the blanks below to test your recall of the significant stories on this week's CNN NEWSROOM.

1. The refugees at the heart of the conflict in Central Africa are the _____ and the _____.

2. These Central Africa refugees are fleeing from the neighboring countries of _____ and _____.

3. This nation has volunteered to lead the relief effort in Central Africa: _____.

4. The volunteer nations will be on a _____ mission.

5. Two aircraft collided over this country: _____. To what nations did those aircraft belong? _____ _____ and _____.

6. The World Food Summit, sponsored by the _____, is being held in _____.

7. _____ Allies want the United States to retain a military presence in _____ to succeed the original _____ contingent.

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******** ** ** NEWSROOM WORLDVIEW

November 15, 1996 (5)

LEGACY PART I: LAOS--POLITICS; U.S.--HISTORY--VIETNAM WAR, 1961-1975

1. How did the Laotian countryside become littered with small bombs? What actions are taken to remedy the situation? Research the political events in Laos during the Vietnam War Era, beginning with its independence from France in 1953 until its king's abdication and the seizure of power in 1975 by the Vietnamese-backed Pathet Lao. Place your data on a timeline on which you compare events in Laos with those in Vietnam during

that period. What similarities do you see between the histories of the two countries? What role did the U.S. and Vietnam play in Laos? Was Laos a victim of, or an active participant in, the Vietnam War? Explain.
INTERNET: http://www.monash.edu.au/ftp/pub/bane_lao/laoweb/laoVL.htm

INVISIBLE WORKFORCE: JAPAN--ECONOMIC CONDITIONS--LABOR SUPPLY
2. Why is international and, more often illegal immigrant, labor important to the Japanese economy? What problems do these workers experience in Japan? Examine statistics for the number of foreign laborers working in Japan and wages for unskilled laborers during the past decade. Graph your data and identify any trends. How have the number of workers and wages changed with time? If the government is successful in deporting many of these laborers, what effect will this have on wages in Japan and on Japan's ability to compete with other nations? What costs would be involved if Japan made the workers legal? What would you advise the Japanese government to do?
INTERNET: http://lang.nagoya-u.ac.jp/~matsuoka/Japan.html

EGYPT SOCK BALL: EGYPT--RECREATION
3. WHILE VIEWING: Write down the rules for sock ball and the directions for making the ball. How do the rules of the game and the equipment used differ from those in regular soccer? AFTER VIEWING: Use what you have learned to a) make a sock ball, b) organize teams and c) play the game under conditions similar to those in Egypt. Why did the young Egyptians develop sock ball? To what extent does it teach the skills needed for soccer play? What advantages does the game have over soccer? Do you think the sport will ever become popular elsewhere? What does sock ball tell you about the character and values of young Egyptians?
INTERNET: http://public.carleton.edu/~linksvat/Egypt.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
fragmentation debris munitions humanitarian ordinance passion affordable makeover equivalent rehabilitate gentile barbarian

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NEWS NEWSROOM

Monday, November 18, 1996

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN	TODAY'S PROGRAM IS NOT CLOSE CAPTIONED	1:00	1:00
** WARNING: PLEASE PREVIEW. SOME SCENES MAY DISTURB SOME VIEWERS. **			
TOP STORY	Rwanda militants, soldiers attempt to blend in with returning refugees.	3:00	4:00
HEADLINES	LAWSUIT AGAINST TEXACO SETTLED; FOOD SUMMIT ENDS, 7-POINT PLAN ADOPTED.	:45	4:45
SPACE IS THE PLACE	Mars-96, Russia's first new spacecraft in 10 years, falls into the ocean.	:45	5:30
FUTURE DESK	A prototype for a manned submersible may pave the way for modern argonauts to explore the oceans' depths.	2:20	7:50
QUOTE	...on fighting as a career	:35	8:25
RINGSIDE	(PART I) Boxing has a bad reputation.	5:55	14:20
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:35	15:55
TOP OF THE WORLD	The Tamil separatist war has ravaged the Sri Lankan city of Jaffna.	3:35	19:30
CHINA POVERTY	A new World Bank study found more poverty in China than was thought earlier.	3:05	22:35
INSIDE N.AMERICA	After 500 years, Leonardo Da Vinci's "horse" is being cast in New York.	2:35	25:10
MARATHON MAN S.AFRICA	Olympic marathon champion, Thugwane, has plans for improving his native South Africa.	3:30	28:40
CNN NEWSROOM WORLDVIEW CLOSE		1:20	30:00

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TOP STORY: CRISIS IN ZAIRE

1. Ask students: What "compelling evidence" seems to implicate the Zaire government in mass genocide in Rwanda? If these allegations are proven to be true, what potential scenarios could unfold and with what kind of results? Explain. What do you think should be the response of the international community? State your rationale.
2. Group students. Have them use media resources to find out which relief agencies are aiding Rwanda's refugees. Note the following information for each agency:
   a. Who sponsors it? What does it do, specifically?
   b. Does it act in concert with other agencies and, if so, with which ones and how?
   c. Where else has it performed relief efforts, when and for how long? What has been the success rate?

   Mark the presence of each agency on a world map. Then, have groups pool their information to create an annotated list of international relief organizations. Where else in the world could their services be used? Explain.

RINGSIDE (PART I): BOXING'S BAD RAP

3. BEFORE VIEWING ask students: What images come to mind when you hear the word "boxing"? List students' responses on the board.
   a. What image seems to be the most dominant?
   b. Where do students get their impressions about the sport?
4. AFTER VIEWING: How is boxing described in the video segment? Ask students to describe aspects of boxing that fit the images evoked in the report. Are any of these images contradictory? Can this be said of other sports? If so, give examples.
5. Discuss specific criticisms leveled against boxing in the video segment. Then have students respond to the reporter's statement that, "There aren't any national laws in the U.S. to protect fighters." Ask: What national laws govern players in other U.S. sports?
   a. Divide the class into groups to find examples of such regulations.
   b. Discuss these as a class, then ask students: In your opinion, are such regulations necessary? Why/Why not?
   c. Challenge students groups to draft regulations to govern boxing, using regulations for other sports as models.

   Debate: Should the federal government regulate boxing?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

Kinshasa genocide Red Cross Mars-96 brain hemorrhage

http://www.sce.ojgse.edu/earthsea/landscape/L-0-0-0-0.html

5. Submersibles have a long history. Send teams of students to the media center and the INTERNET to find events in this

history. They should be sure to include pictures and/or drawings in the information they bring back to class. Work with the groups to create a wall-sized timeline on submersible history. Extend your timeline into the future with predicted events and illustrations drawn from students' imaginations.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
submersible fly underwater frontier abyss argonaut Capt. Nemo

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******** ** ** STUDENT HANDOUT: CHOOSING A SUBMERSIBLE

November 18, 1996 (4)

DIRECTIONS: Read the information below comparing two different submersibles: 1) a manned submersible and 2) a remote controlled submersible. Then, work within your group to determine the best submersible for each of the tasks given at the bottom of the worksheet. Explain your choices in a class discussion. Use your information to write a short story about submersible use in 2500.

MANNED SUBMERSIBLE	REMOTE CONTROLLED SUBMERSIBLE
Crew operates sub on board.	Crew operates sub from a support ship on the surface.
Costs approximately $7 million.	Costs approximately $9 to $15 thousand.
No actual dives to date.	Thousands of successful dives and accompanying operations.
ADVANTAGES: This ship is not tethered to a support ship, thus allowing unimpeded motion and personal observation.	ADVANTAGES: This ship's viewing capabilities are limited only by its own size. It can remain underwater 24 hours per day. It is a stable craft, exceptionally good for mapping projects.
DISADVANTAGES: This ship requires a support ship, has limited viewing ability and limited research time. It puts humans at risk and is expensive to build and operate.	DISADVANTAGES: This ship is heavy, slow, expensive to operate and labor intensive for peak performance. It has limited maneuverability and needs a sled system to maintain stability and a sled for launch and retrieval.

Which submersible would you choose for the following missions?
1. Investigating underwater sea vents and their relationship to earthquakes and other seismic events.
2. Helping to build a permanent research station on the ocean floor.
3. Gathering samples of ocean life found at the deepest levels of the sea for study.
4. Mapping the deep rifts on the ocean floor.
5. Gathering information and artifacts from ancient ships lost in

fairly shallow waters.
6. Finding a hydrogen bomb lost when a navy plane was lost at sea?

November 18, 1996 (5)

NEWSROOM WORLDVIEW

SRI LANKA JAFFNA: SRI LANKA--POLITICS; SRI LANKA--CIVIL WAR
1. Why has Jaffna been the focus of so much destruction during this war? What efforts have been made to reconstruct Jaffna? Gather data about Jaffna and environs. Use it to compose a pictorial summary its inhabitants, what they do for a living, their problems and why it is considered the center of Tamil cultural and learning. If it is the rebel stronghold, why is Jaffna also the center of the Tamil rebellion? Why is the government so eager to rebuild Jaffna? Why does it appear the rebels have interfered with reconstruction? Does the situation appear to be a key to the solution to the Tamil rebellion? Discuss your insights into how the situation might be resolved.
INTERNET: http://www.uib.no/People/stud1222/Jaffna2.html
http://www.lankaweb.com/

CHINA POVERTY: CHINA -- STANDARD OF LIVING; WORLD BANK STUDY;
2. What appear to be the causes of the wide-spread poverty in rural China? How successful are those who move to the city in improving their situation?
INTERNET: http://www.eecs.ukans.edu/~btwang/China/China.html#PRChina

DA VINCI HORSE: ART--SCULPTURE; ARTISTS--LEONARDO DA VINCI
3. Why is da Vinci's "horse" so interesting to organizers of this project? What obstacles had to be overcome before the project could be completed? Research Leonardo da Vinci's life and work. Use your information to create a poster depicting da Vinci as a person and as an artist. Would you consider him to be a man of his time or a man ahead of his time? Explain. What modern persons evince some of the same characteristics as da Vinci? Write da Vinci's "response" to the project, based on what you learned about him through your research.
INTERNET: http://sunsite.nus.sg/wm/paint/auth/vinci/
http://cellini.leonardo.net/museum/main.html

MARATHON MAN: SOUTH AFRICA--SOCIAL CONDITIONS
4. What obstacles did Mr. Thugwane overcome to become the winner of the 1996 Olympic marathon? What plans has he made for improving the lives of his people? Gather information and compare the conditions for Black South Africans in 1976 and 1996. What HAS and HAS NOT changed? What appear to be the most serious problems facing Mr. Thugwane and his people? How might Coca Cola's sponsorship help him to achieve his goals?
INTERNET: http://www.africanet.com/africanet/default.htm

----------WORLDVIEW: TODAY'S NEWS TERMS----------
Jaffna Tamil Tigers guerilla rudimentary reconstruction

NEWS
NEWSROOM

NEWS NEWSROOM

Tuesday, November 19, 1996

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******  **   **   *                          Tuesday, November 19, 1996
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	The CIA has arrested and accused a sixteen-year career officer and Section Chief of spying for Russia.	3:30	4:30
HEADLINES	RECENT ELECTION MAKES HISTORY IN ROMANIA	:30	5:00
ON THE MAP	Statistical information about China	:45	5:45
INTERNAT'L DESK	Cultural taboos, health risks threaten the adequacy of China's blood supply.	3:00	8:45
SPACE	Shuttle Launch Live Today: 2:53 pm ET	:25	9:10
RINGSIDE	(Part II) Boxer Roy Jones, Jr. prepares meticulously for every fight.	6:05	15:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:45	17:00
TOP OF THE WORLD	Diplomatic relations between Egypt and Israel have gotten worse lately.	2:40	19:40
INSIDE ASIA: DIRTY AIR	New construction is blamed for much of the air pollution plaguing Bangkok.	2:50	22:30
SANTO DOMINGO	The Dominican Republic has much to offer visitors who enjoy the Caribbean lifestyle.	6:40	29:10
CNN NEWSROOM WORLDVIEW CLOSE		:50	30:00

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ANCHOR DESK November 15, 1996 (2)

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TOP STORY: SPY VS. SPY

1. Who is Harold Nicholson and with what crime has he been charged? Describe the "evidence" that made the CIA suspicious of Nicholson. What impact might this case have on U.S.-Russia relations? Explain.
2. What spy case in recent history caused the FBI and the CIA to join investigative forces? Divide the class into groups and have each group search media sources for information about the Aldrich Ames case. Have them look for similarities in the two cases, note actions the government took to "contain" the damage caused, and the effect that case had on the CIA and FBI. Share findings as a class. Ask: What are the penalties for those found guilty of spying? Why do you think the penalties are so severe? Should they be? Defend your rationale.
3. A U.S. Attorney made the following allegation the video: "Mr. Nicholson betrayed his country for money. He was not motivated by ideology but by greed." Ask students to define "ideology" and give examples of ideological reasons for spying. Challenge students in groups to
   a. find information on spies throughout history who fall into either category.
   b. analyze their findings for both sets of spies, indicating discernible patterns in personal characteristics, behaviors and/or beliefs.

   What do these spies have in common? What accounts for major differences? How have they fared in historical accounts?

RINGSIDE (PART II): ROY JONES, JR.

4. WHILE VIEWING: Note how Roy Jones prepares for a fight. What does he do? What does he have to give up? AFTER VIEWING: Ask student athletes to describe the regimen they must adhere to when they are in training. What do they find difficult? What motivates them?
5. Roy Jones stated he plans to give up boxing in two years "while I'm thinking with my right mind." Group students to investigate and present to the class information about injuries boxers have sustained in the ring. Groups should explain the short- and long-term effects on the body; give examples of affected boxers, where appropriate; and, use a drawing/model to demonstrate damaged sites on the body. Ask: What part of the body is the one most seriously affected? Evaluate Roy Jones' plans in light of your research.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

indict espionage ideology classified material Aldrich Ames
alleged CIA FBI polygraph test shadow boxing

***** * * ***** ** * November 19, 1996 (3)
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***** * ** * ***** DESK: CHINA: FIGHTING AIDS

1. BEFORE VIEWING: Ask students to share facts and opinions on AIDS in the world:
   a. What facts about the growth of the HIV/AIDS epidemic can you list? How is it spread? Is it continuing to spread?
   b. Is the spread of HIV/AIDS universal throughout the nations of the world or is it confined to one nation or region?

2. AFTER VIEWING: Ask students to compare their knowledge to the facts about the spread of HIV/AIDS in China. They should discuss the overall "picture" of the epidemic. What do they think should be done to stop the epidemic? Is it important for people in the U.S. or the Sudan to help people in China or England stop the spread of AIDS? Explain.

3. Explain to students that reports published by the World Health Organization (WHO) state that one of the main reasons HIV/AIDS is spreading in China is ignorance about the disease and its prevention.
   a. In class discussion ask students to describe methods they believe will prevent the spread of HIV/AIDS. What were the best ways for teaching these methods?
   b. Challenge groups to design icons that could be used worldwide to remind people about important HIV/AIDS preventive methods. These icons cannot depend upon words.
   c. Share group icons in class and evaluate them for effective presentation and universal appeal.

   EXTENSION: Share your students' favorite icons with the WHO online: http://www.unaids.org/highband/events/index.html

4. Share the HANDOUT (pg 4) with students about World Health Day. Ask them to relate the FACTS on the HANDOUT to the PURPOSE of this worldwide celebration. Should individual nations support this effort? Why/Why not?
   a. Use the CELEBRATORY ACTIVITIES list as a start for brainstorming actions your students, either individually or as a group, would be willing to take in support of the WHO's World Health Day.
   b. Invite each student to write a short statement (4-5 sentences) delineating the participation in World Health Day they would be willing to undertake.

   IF APPROPRIATE, work with your class to organize and plan an activity or event for December 1st to join the world celebration.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

STD HIV AIDS serum albumin antibodies epidemic critical point

***** ** ** * November 19, 1996 (4)
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******** ** ** STUDENT RESOURCE: WORLD AIDS DAY

FACTS REPORTED BY THE WORLD HEALTH ORGANIZATION (WHO):

* By December 15, 1995, 1,291,810 cumulative cases of AIDS had been reported -- an increase of more than 25% over the 1,025,073 cases reported by the end of 1994.
* Currently (Mid-1996) 21 million adults are living with HIV/AIDS.

* Approximately 42% of the 21 million adults living with HIV/AIDS are women and this proportion is growing.
* The majority of adult HIV infections occur between the ages of 15 and 24 years.
* The majority of AIDS cases occur before age 35, and over 90% of all AIDS deaths occur before the age of 49.

PURPOSE
On December 1, 1996, people around the world will observe World AIDS Day for the ninth time. This year's theme is ONE WORLD. ONE HOPE. It reflects the fact that HIV and AIDS are global problems affecting all countries and, at the same time, it invites us to be optimistic and build on some of the more hopeful trends now emerging.

ONE WORLD. ONE HOPE. on World AIDS Day 1996 means working together to prevent the spread of HIV, and to build a global society which offers care and support to all those whose lives have been affected by the epidemic.

World AIDS Day provides an important opportunity to raise awareness of HIV and AIDS in the general public, to carry prevention messages into communities, to improve care for those infected by HIV, and to fight denial and discrimination. It is an opportunity to show solidarity with the over 22 million people who are estimated to be living with HIV/AIDS and to remember the millions who have died.

POSSIBLE CELEBRITORY ACTIVITIES
Some kinds of activities that have been traditionally organized on World AIDS Day are:
a. candlelight vigils and marches
b. mobile theater and theater performances
c. poetry recitals
d. public debates
e. art exhibits
f. fun runs or community walk-a-thons or bike-a-thons
g. poster competitions, red ribbon events
h. media prevention campaigns

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*****  **    **    *                          November 19, 1996 (5)
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********    **    ** NEWSROOM WORLDVIEW
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SYMBOLIC PEACE EGYPT: EGYPT--ISRAEL--FOREIGN RELATIONS
1. What led to a deterioration in the relations between Egypt and Israel? Why do observers feel this situation won't go too far?
   a. Gather data about the peace treaty signed between Egypt and Israel in October 1979.
   b. Using additional information about the situation at the time, list the problems between the two countries that were resolved in 1979 and those that remain unresolved.
   c. Research to make a chronology of events between the two countries since then in order to identify additional problems that have developed. Add these to the list of unresolved problems and mark off any that have been resolved during the past 20 years.

d. Considering your list, what are the most significant problems that plague Egyptian-Israeli relations? Taking each problem in turn, identify specific underlying each problem.

Which issues involve another country? To what extent do these issues seem resolvable? From what you have learned, what do you think it will take to get Israel and Egypt to work out their problems?

INTERNET: http://www.liii.com/~hajeri/organ.html
http://weiss.che.utexas.edu/~mossae/index.html

BANGKOK DIRTY AIR: THAILAND--AIR POLLUTION

2. Why has urban construction been blamed for Bangkok's ongoing problem with air pollution? What actions is Bangkok's new governor, Bhichit Rattakul, taking to improve the situation?

INTERNET: http://tampico.usc.edu/news/03-31-95/61.html

SANTO DOMINGO: DOMINICAN REPUBLIC--TOURIST TRADE

3. What unique opportunities does the Dominican Republic offer tourists? Compare the Dominican Republic, Jamaica, the Bahamas and other Caribbean islands. Identify the resources available to tourists, general living conditions, current level of tourism and other relevant information about each country. How important is tourism to each country? Why is the Dominican Republic not as popular a resort place as are other Caribbean islands? If you were in charge of the tourist industry in the Dominican Republic, what would you do to make it more attractive to vacationers? What might limit your progress? How successful would you be ultimately?

INTERNET: http://www.yahoo.com/text/Regional/Countries/Dominican_Republic/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

rendition anthem indicator summit compliance merengue

NEWS NEWSROOM

Wednesday, November 20, 1996

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
***	TEACHERS: PLEASE PREVIEW TODAY'S TOP STORY	***	
TOP STORY	A damaging paper trail implicates a possible British connection in the Zaire crisis.	5:40	6:40
HEADLINES	U.S. VETOES BOUTROS-GHALI; POPE TO VISIT CUBA; OLDEST ASTRONAUT SPACEBOUND	1:00	7:40
BUSINESS DESK	A non-profit network of consultants helps new businesses turn a profit.	2:35	10:15
AROUND THE WORLD	China says its ready for more economic cooperation with the United States.	:30	10:45
RINGSIDE	(PART III) Boxing is a tough sport -- and an even tougher business.	4:00	14:45
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:15	16:00
TOP OF THE WORLD	CHINA: Public anger pushes leaders to tackle growing corruption problem.	3:05	19:05
WORLD LEADERS	Helmut Kohl has been chancellor in Germany for over fourteen years.	3:15	22:20
TAKING CARE OF BUSINESS	SKOREA: Western restaurants and fast-food outlets have found a new niche.	2:30	24:50
GOOD SPORT	SAFRICA: Children of all races meet on a more equitable "playing field."	3:40	28:30
CNN NEWSROOM WORLDVIEW CLOSE		1:30	30:00

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TOP STORY: CRISIS IN ZAIRE

1. What does the "paper trail" found in Zaire indicate about arms shipments to Central Africa? Why might these documents interest those who are investigating the genocide in Rwanda?
2. AFTER VIEWING ask students: If these documents prove to be genuine, why would you think a British corporation would want to supply weapons to a warring faction in Central Africa? In class discussion, have students offer their explanations for the corporation's actions. Then ask students to consider what, if anything, can be done to prevent this situation from reoccurring.
   a. Have students work in groups to conduct research to learn what an arms embargo is and how it is enforced.
   b. Reconvene the class and discuss: Is the arms embargo an effective method of preventing an escalation of violence? Challenge students to offer alternatives.
3. As a class, review the information on the Hutus and Tutsis Correspondent Al Hinman presented in the CNN report. Why are these two tribes fighting? What recent event led to the slaughter of a million people in Rwanda? What are the prospects for peace in this ethnic-tribal conflict? Group students. Have each group choose one ethnic conflict and research its origin, parties involved, significant events in the conflict's history and prospects for peace. Direct each group to present its findings in an informative "report" similar to Mr. Hinman's.

RINGSIDE: PART III

4. Who is Augie Sanchez? What is his professional goal? What boxing goal has so far eluded him? How does this make him different from George Foreman, Sugar Ray Leonard and Muhammed Ali? Why isn't Augie Sanchez interested in Olympic Gold?
5. Explain how Augie Sanchez has become a part of the "business" of boxing. What aspects of professional boxing require business sense? Why do you think a good sense for business is especially important in a sport where athletes have a relatively short career?

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

paper trail veil of secrecy exile Belgian Congo nomadic exodus Muhammed Ali George Foreman Sugar Ray Leonard

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***** ***** ***** ***** *     * ***** ***** ***** DESK: BUSINESS
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1. BEFORE VIEWING: Ask students to name businesses in their community that serve ONLY the local community; FOR EXAMPLE, local grocery stores or restaurants, tailors/seamstresses, pet training or sitting operations, etc. Which of these do they think could become national rather than local businesses? Why do they think so?

2. AFTER VIEWING: What was needed to help local businessmen and women "take their business national"? Why would each of the connections that the Business Outreach Center Network made for the business owners be important? Ask students to interview local business insurers, bankers and marketing experts to discover what they do to help businesses expand. Share their findings in a class discussion on Planning To Expand Your Business.

EXTENSION: Guide students in the creation and publication of a booklet of advice for small business owners seeking to expand their businesses.

3. In order to expand a business owners must secure funds. Have student teams find out the
   a. advantages and disadvantages of the loan sources listed on the HANDOUT (pg 4) for a small business owner.
   b. steps, information and commitments required of this owner to secure funds for his or her business in each case.

   Divide the loan sources among teams and challenge them to use library resources, the INTERNET and interview local experts to research their source. In class discussion compare and contrast loan sources. Is one universally desirable or do students think some sources are limited in their funding to certain businesses? Invite them to create a flyer for a business owner that will help him/her determine where to apply for expansion funds and what to do to secure them.

4. Invite experts who represent each of the three industries named in the report -- Business Insurers, Bankers and other Loan Capital Institutions, and Marketing Experts -- to visit the class. Ask each to discuss the requirements they would expect a business owner soliciting funds for expansion to meet. What would they need to know about the business and its owner? Why? In class work together to draw up a form for a business owner to help him or her meet the requirements of each industry.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------
business outreach gross Federal Community Reinvestment Act (1970)

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*****  **    **    *                          November 20, 1996 (4)
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*      *   * *   * *
********    **    ** STUDENT HANDOUT: CAPITAL SOURCES
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DIRECTIONS: Whether you are starting a small business or expanding one, you will need capital (money). Listed below are a variety of sources for that capital. Using the INTERNET and local experts such as bankers, stock market financiers and the Small Business Administration, find out what a business must do, must prove and must commit in order to secure funds from each of the sources. Also note the advantages and disadvantages of the source for the business

owner.

PERSONAL RESOURCES INCLUDING FRIENDS AND FAMILY (The Famous Amos Cookie Company began with funds loaned from family and friends.)

BANK LOANS (There are all kinds of banks and some do not loan money to businesses. Begin your search by identifying those loan institutions that do work with businesses.)

VENTURE CAPITAL FIRMS: (These are people who have money to loan and are usually represented by market investor groups.)

PUBLIC STOCK OFFER: (Consult with stock market representatives first and then ask them for further consulting references.)

GOVERNMENT: Check with the Small Business Administration:

web home page: http://www.sbaonline.sba.gov/index.html
profile web page:
http://www.sbaonline.sba.gov/gopher/Profile/prof23.txt

November 20, 1996 (5)

NEWSROOM WORLDVIEW

CORRUPTION: CHINA--POLITICAL CORRUPTION; CRIME PREVENTION

1. What did the person interviewed in the video report mean when he said about public officials, "They eat public funds. That's the way it is"? What social/political conditions make fighting corruption more difficult in China? Search to find information on the extent of corruption in China; the degree to which it impacts government stability; and, other societal factors that also impact stability. Identify, list and discuss what appears to be the most serious factors. Explain.

INTERNET: http://www.asiarisk.com/library1.html

HELMUT KOHL LONGEVITY: GERMANY--POLITICS

2. To what characteristics is Helmut Kohl's political success attributed? What major events have transpired while he has been chancellor? Develop a chronology of all of the major events that have occurred in Germany while Kohl has been in office. Include drawings or other illustrations to emphasize the significance of the events.

INTERNET:http://www.city.net/countries/germany/categories.html#info
http://www.auswaertiges-amt.government.de/de/auss_pol/r951211a

WESTERN EATS: SKOREA--FOOD--SOCIAL CUSTOMS; ASIA--FOOD--SOC. CUSTOMS

3. List students' favorite fast-food outlets that sell American-style food. Then use on-line and other resources to compare those venues with ones that appear to have the largest markets outside the U.S. Which ones are making the greatest inroads into Asian nations? What changes in social factors have facilitated that change? Have students create
   a. a visual presentation to illustrate the distribution of American fast-food restaurants worldwide; and,
   b. an advertising campaign for absent venues to entice Asian nations to accept their business.

INTERNET: http://www.textor.com/cms/dFTGCI.html
http://wjh-www.harvard.edu/~lozada/food1.html

GOOD SPORT: SAFRICA--CHILDREN--SPORTS; SAFRICA--SOCIAL CONDITIONS

4. Have students a) share the benefits they have derived from competitive play and sports training then b) search for information on the purposes for youth sports programs in the U.S. Review South Africa's political past and brainstorm how sports could be used to bridge South Africa's societal gaps.

INTERNET: http://www.texas.net/users/kidsport/alliance.htm
http://www.educ.wsu.edu/html/wood.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

corruption egomaniac empathy fast food stature township

NEWS NEWSROOM

Thursday, November 21, 1996

****** ** ** * Thursday, November 21, 1996
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******** ** ** NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM	OPEN	1:00	1:00
TOP STORY	The crew of the space shuttle COLUMBIA prepares for a busy day in space.	1:50	2:50
HEADLINES	U.S./CHINESE LEADERS MEET; REFUGEES HEAD HOME TO RWANDA; YELTSIN UPDATE	1:20	4:10
F.Y.I.	-Meet the sandpiper of centripetal force. -Did birds descend from dinosaurs?	1:00	5:10
SCIENCE DESK	Scientists are studying how plants could help filter the air in sealed offices.	2:45	7:55
NEWSDATE	On this date...November 21, 1877...	:30	8:25
OUR WORLD	A Florida school has a unique program for keeping kids in school.	2:20	10:45
WEBSITE	Visit us at cnn.com/newsroom	:20	11:05
RINGSIDE	(Part IV) Boxing is not just for men.	2:50	13:55
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:45	15:40
TOP OF THE WORLD	There is much confusion about who burned 23 Christian churches in Indonesia.	3:05	18:45
INSIDE RUSSIA	Russia's changing economy is leading to changes in the lifestyles of the people.	2:25	21:10
TAKING CARE OF BUSINESS	Printing presses are working overtime to satisfy Eastern Europe's demand for news.	3:00	24:10
WILD KINGDOM GOLDEN RHINO	South Africa is trying to develop new ways to protect its remaining rhinos.	4:45	28:55
CNN NEWSROOM WORLDVIEW	CLOSE	1:05	30:00

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ANCHOR DESK November 21, 1996 (2)

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TOP STORY: SHUTTLE COLUMBIA

1. What are some tasks scheduled for this mission of the shuttle COLUMBIA? What shuttle spacecraft features make it suitable for these tasks?
2. Group students. Have each group conduct research to learn more about the specifics of the space shuttle: its dimensions, cargo capacity and other unique features. Direct each group to a) create either a scale model or drawing to scale of the spacecraft, highlighting key features of importance to shuttle missions and b) present its work. Challenge group members to offer their ideas of how they might change/improve the shuttle for future space missions and planetary exploration.

OUR WORLD: KID RADIO STATION

3. Explain how the student radio program seen in the video helps kids to stay in school. Do you think a similar program would work in your school? Challenge groups of students to come up with ideas for alternative learning that would interest students while serving an educational purpose. Instruct each group to draw up a brief course outline for its program, including a rationale and the particulars of how it would be staffed, who would be eligible for participation, etc. Share ideas, have the class vote for the best program and submit it to the administration for consideration.

RINGSIDE (PART IV): WOMEN IN BOXING

4. How did Christy Martin break into the boxing world? How had she achieved worldwide exposure? Do you think there is a market for women's boxing? Why/Why not?
5. Group students. Assist each group in choosing to research a woman who has earned her place in a typically male-dominated profession. The subject can be a famous woman or one who is known only locally. Have the group learn all it can about this individual and profile her for the class. After all profiles have been presented, generate a class discussion about the obstacles each woman had to overcome in order to succeed at that profession. Discuss what qualities and characteristics a person must have when trying to "prove" himself/herself to a skeptical audience.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

COLUMBIA	ultraviolet telescope	cargo bay	Tammy Jernigan	
Tom Jones	wake shield	news anchor	left jab	dichotomy

November 21, 1996 (3)

DESK: BREATHING WALL

1. BEFORE VIEWING: Discuss with students how buildings are ventilated, using your school and classroom as examples. Do the ventilation systems provide fresh air, re-circulated air or both? Are windows sealed shut? Can they be opened? What other sources of clean air exist in your school and in other buildings, including homes?

2. AFTER VIEWING: Discuss the "breathing wall" with students.
   a. What gas is usually the biggest problem in enclosed office spaces? How does the wall help with this gas?
   b. How does water pull harmful gases out of the air?
   c. Besides cleaning the air, how else might the breathing wall benefit those who use the room? Explain.
   d. Is this clean air system a viable alternative to current technologies, economically and environmentally? Explain.

3. Is the "breathing wall" really breathing? Where was it constructed? Why? What organisms are present in the wall? Why are animals normally considered to be pests essential to the overall health of the wall's ecosystem? Besides nourishing plants, what other purpose does water serve in the wall? Why is lava rock used in the wall? Why isn't soil used? Construct a breathing wall for another classroom. Survey the class both before and one month after constructing the wall to discover any perceived differences in the air quality.

4. The following statement is made in the video: "Scientists haven't figured out exactly how this garden grows." Have students speculate on what may be involved in this successful venture and offer suggestions in a class discussion on how different aspects of the project could be studied. Then, using the HANDOUT (pg 4), work in groups to design an experiment using your classroom as the "laboratory."

5. EXTENSION to QUESTION 4: Choose a site within your school building for a "breathing wall." Student teams should be responsible for different aspects of the project, including: Design and Materials, Landscaping, Material Procurement, Construction and Maintenance. Your structure need not be as elaborate as the one shown in the video. An indoor garden is feasible and useful without the air/water circulation system.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

sick building syndrome	ventilation	terrarium
carbon dioxide	aquarium	ecosystem

November 21, 1996 (4)

STUDENT HANDOUT: TESTING THE AIR

DIRECTIONS: What is the air quality like in your school? Do you experience symptoms that might indicate "dirty" air? Complete the sections below to help you design an experiment to discover the efficacy of breathing walls in your school. Remember that an experiment needs both control and variables. Also, all observations must be made on schedule, repeated exactly each time and reported exactly and objectively.

1. Survey teachers and students in several classrooms to discover their perceptions about the air in the room. Check for physical "symptoms" that might indicate the presence of either dirty or clean air. Check for both short- and long-term symptoms.
   FOR EXAMPLE: In the short term, they may experience feelings of fatigue or lassitude; and, in the long term, they may notice more illnesses than is usual.

2. Devise tests of the air in the same classrooms that you surveyed. Test for the gasses present and air temperature.

3. Using your tests choose two classrooms that are as close to identical in their air quality (as determined by both the surveys and tests) as possible.

4. Build a breathing wall in one classroom and not in the other.
   NOTE: Your breathing wall does not need to be as elaborate as the one in the video. The expensive air and water circulation can be bypassed with careful planning and manual labor.

5. Determine several milestones at which to repeat the tests and surveys, as well as the time when the experiment will end. FOR EXAMPLE: You may wish to repeat the tests, one every two weeks or once a month.

6. Compare your results in a chart, beginning with the first tests and surveys and continuing through each milestone test/survey to the final one.

7. Analyze your data. Did the breathing wall make a difference?
   a. IF NOT, can you speculate on why? Redesign your experiment to test some of your speculations.
   b. IF SO, write a short report to share with the school administrators, the people using the classrooms involved, and parents/school board with suggestions for extending the experiment to wider use in the school building.

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*****  **    **    *                          November 21, 1996 (5)
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********    **    ** NEWSROOM WORLDVIEW
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INDO CHURCH BURN: INDONESIA -- RELIGION; RELIGIOUS CONFLICT;

1. What is the crisis in Situbondo? What important information does the video report seem to omit? Research the region around Situbondo. Focus on the ethnic and religious composition of the population, living conditions and recent events, especially those concerning the controversial Muslim leader, Saleh. Use

your data to fill in the gaps in the report and put together a coherent explanation of what might have led to the church burnings. Why might traditional Muslim leaders be concerned that Saleh received too much leniency? Why might they suspect that he was hiding in a Christian church? How do you explain the confusion about the events unfolding in Situbondo?
INTERNET: http://www.yahoo.com/text/Regional/Countries/Indonesia/

HEALTHCARE CRISIS: RUSSIA--ECONOMIC CONDITIONS; RUSSIA--MEDICAL CARE
2. What changes have taken place in Russian health care services? How are these changes related to stress-related illnesses? Gather economic data for Russia since 1991, including such diverse things as GNP and agricultural production. Plot your data and list the trends. Identify the effect each of these trends has had on the workers. Use your data to write a story about how life has changed for a typical Russian family. Share your stories and discuss the effect the situation has had on the people's health. Do you expect the demands for health care in Russia to increase or decrease in the future? What will the people do if the government is unable to provide these services?
INTERNET: http://www.city.net/countries/russia/categories.html#info

GOLDEN RHINO: SOUTH AFRICA--WILDLIFE PRESERVATION--RHINOS
3. Why are rhino horns a valuable commodity? What is South Africa doing to protect the rhinos? Gather information about the locations of rhinos in South Africa. Use your data to locate and mark the herds on a map. Also, find out what particular parks or game preserves include the lands where these rhinos live. Focus on one of these wildlife areas to gather information about the program for protecting its rhinos. Is there evidence that these programs have been successful? How might instituting a legal trade in rhino horns affect the rhino population? What might be the effects of such a program?
INTERNET: http://www.southafrica.co.za/busfin/index.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
verdict discredit stress sophisticated passive expectation prognosis censored populist subscriptions hypermarket retail

NMIS NEWS NEWSROOM HE

Friday, November 22, 1996

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
***	TEACHERS: PLEASE PREVIEW TODAY'S TOP STORY		***
TOP STORY	Rebels attack returning Rwanda refugees.	3:00	4:00
HEADLINES	HUD SECRETARY CISNEROS QUITS CABINET POST	:20	4:20
EDITOR'S DESK	CIA official is indicted for spying for Russia; Astronauts realign COLUMBIA's telescope and will launch an orbiting lab.	2:35	6:55
ONLINE CHAT	...with announcer Jim Lampley, on boxing	:40	7:35
RINGSIDE	(PART V) Fans go to Vegas for fight glitz.	4:50	12:25
THIS DATE	Pres. John F. Kennedy was assassinated.	:20	12:45
LOOK AHEAD	Fruits of Their Labors: Migrant farm workers in the United States	1:00	13:45
TOSS TO CNN NEWSROOM WORLDVIEW	----------	1:25	15:10
TOP OF THE WORLD	Years of war have taken their toll on Afghanistan's orphans.	2:55	18:05
INSIDE NAMERICA	Several apartment buildings in New York are reserved for Holocaust survivors.	2:45	20:50
WHERE IN THE WORLD	Cleopatra's Alexandria palace has been discovered underwater.	3:00	23:00
RUSSIA CAMEL TRADERS	"Camels" are what Russians call those who bring things into Russia to sell.	1:50	24:50
BRIT GHOSTBUSTERS	England's Drury Lane Theatre has been haunted by a host of ghosts for years.	3:20	28:10
CNN NEWSROOM WORLDVIEW CLOSE		1:50	30:00

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ANCHOR DESK November 22, 1996 (2)

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TOP STORY: CRISIS IN ZAIRE

1. What problems confront refugees as they try to return to Rwanda? Why do you think the rebels are attacking them? In your opinion, do such reports support the need for an international military presence or do they demonstrate the futility of such a mission? State your rationale.
2. International military leaders are scheduled to meet today in Germany to discuss the possibility of a multinational humanitarian mission to Central Africa. Ask: What issues and concerns do you think they will have to consider? Group students to brainstorm and list issues/concerns relevant to a military-sponsored humanitarian mission to the region. Share lists. As a class, discuss which concerns can be adequately addressed in order to guarantee the success of this mission.

EDITOR'S DESK/NEWSQUIZ

3. FIRST STEP: Read through the directions and clues and determine an appropriate amount of time for your students to complete the "Fast Facts." NEXT: Distribute the NEWSQUIZ (pg 4) and review directions with students. Start the clock. Check answers when time has expired. ANSWERS: 1-International Red Cross -OR- the U.N.; 2-submersibles; 3-espionage; 4-classified materials; 5-HIV; 6-Belgian Congo; 7-Fidel Castro; 8-COLUMBIA; 9-"sick building syndrome"; 10-(any one of these): space walk, launch satellite, fix telescope, 11-Hutus -OR- Tutsis, 12-boxing.

RINGSIDE: PART V

4. Describe the scene before/during/after a major boxing event. In your view, does the hype and glamour add to or detract from the sport? Explain.

MEDIA LITERACY: EVALUATING SOURCES

5. This week, CNN NEWSROOM reported the existence of a paper trail implicating British involvement in arms shipments to Central Africa. Another story suggested Zaire's involvement in supporting the Rwanda rebels. Sources for information were cited in both instances but neither has been reported as fact.
   a. Ask: Why do reporters cite sources? (Reader/viewer more informed; can weigh value of the facts presented.)
   b. Name the different kinds of sources generally cited in a media report, e.g., "reliable," "informed" and "unnamed." Discuss the criteria that imparts value to a source.
   c. Lead a class discussion of the weight given to each source type and the rationale for doing so.

   Distribute the HANDOUT (pg 3) and assign as homework. Ask students to follow the directions and cite and evaluate news sources in light of the class discussion.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

militia ambush gauntlet vulnerable International Red Cross

November 22, 1996 (3)

MEDIA LITERACY
STUDENT HANDOUT: NEWS SOURCES

DIRECTIONS: How reliable is a "reliable source"? How informed is an "informed source"? Who is most likely to be an "unnamed source"? Read, watch and/or listen to a news report and note the sources the journalist cites to give the story validity. Record your information below and then analyze the value of the source based on the class discussion.

INTERNATIONAL/NATIONAL STORY

Media Source (newspaper, TV news program, etc.):

Name: _____ Date: _____

Story (subject): _____

Reporter/Journalist: _____

Facts Presented: _____

_____

_____

Speculation: _____

_____

_____

Source cited: _____

Source authority: _____

What kind of source did the reporter cite, e.g., "reliable," "informed," "unnamed"? EVALUATE THE SOURCE based on the class discussion of what criteria gives a source value.

_____

_____

_____

_____

11/22/96 (4)

FAST

* * ****** ** ** ***** ***** ***** * ****** FACTS
*

DIRECTIONS: How quickly can you recall facts from this week's news stories? Your teacher will give you a time limit for completing this NEWSQUIZ. Read each clue below and write the name of the person, place or term described as fast as you can on each line.

1. one of the relief agencies at work in Zaire _____

2. undersea vehicles _____

3. the act of spying _____

4. documents that are not available to everyone, yet not as sensitive as "top secret"

_____

5. the virus that causes AIDS _____

6. former name for Zaire _____

7. leader of Cuba who has agreed to a papal visit

_____

8. current space shuttle name _____

9. "disease" suffered by some who work in sealed office buildings

_____

10. one task that will be conducted on this shuttle mission

_____

11. one of the two warring factions in Rwanda

_____

12. sport associated with Muhammed Ali and Sugar Ray Leonard

_____

Check your answers, then use recent media resources to create some of your own "Fast Facts" from the news.

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******** ** ** NEWSROOM WORLDVIEW

November 22, 1996 (5)

AFGHANISTAN ORPHAN: AFGHANISTAN--CIVIL WAR; ISLAMIC LAW

1. How have the two decades of war affected the orphans in Kabul? How has their situation changed with the takeover by the Taliban? Use older sources to gather data about the social, political and economic conditions in Afghanistan in 1976, prior

to the years of war. Create a BEFORE and AFTER image of Afghanistan by comparing that data with comparable data for Afghanistan today. In what ways has Afghanistan changed? How would you calculate the cost of the series of wars? Who will have to pay the real costs of these wars? Is the orphans' condition typical of the legacy of this war? To what extent do you think the worst is over for these war orphans?

INTERNET: http://comdinet.com/tn/asiafg.htm

EGYPT CLEOPATRA: EGYPT--ARCHEOLOGY; EGYPT--ANTIQUITIES

2. How was Cleopatra's palace at Alexandria rediscovered and how is it explored? What is the significance of this discovery? List what you know about Cleopatra, then check your knowledge by gathering information about her as a real historical figure. Use your data to create a display which shows what is known of the real Cleopatra. Carry your study one step further by viewing a movie/play about her.
   a. How does our modern image of Cleopatra differ from historical facts? What particular characteristics did she have which have made her such a romantic figure in modern fiction?
   b. Is the historical treatment of Cleopatra unique or do we tend to build legends about historical figures? What should she be remembered for most? What do you think is the real significance of the discovery of her palace?

INTERNET: http://pharos.bu.edu/Egypt/Alexandria/History/cleo.html

CAMEL TRADERS: RUSSIA--ECONOMIC CONDITIONS; COMMERCE--TARIFFS

3. Who are the "camels" in the video? Why does the Russian government object to this type of trade? Find out what current economic conditions in Russia encourage outside traders to enter Russia to sell goods. Use your data to list the positive and negative effects of such practices. Who benefits from this trade and who does it harm? If you were a Russian citizen, would you want this trade to stop? Do the conditions in Russia suggest these practices will stop soon? Explain.

INTERNET: http://www.eskimo.com/%7Ebwest/rerc.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------

havoc meager replenished swastika Simcha Torah Day affirming tidal waves excavations artifacts imports license medieval

Monday, November 25, 1996

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******  **   **   *                    Monday, November 25, 1996
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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	U.S. Pres. Clinton signals a new policy of economic cooperation with China.	3:30	4:30
HEADLINES	HIJACKED ETHIOPIAN JET CRASHES	1:00	5:30
FUTURE DESK	A gravity-driven cooling system may be the key to safer nuclear power plants.	2:45	8:15
SPACE IS THE PLACE	The COLUMBIA crew is set for tonight's retrieval of an orbiting space factory.	:35	8:50
FRUITS OF THEIR LABOR	(Part I) The life of a migrant worker family is one of hardship and survival.	5:30	14:20
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:30	14:50
TOP OF THE WORLD	Brazil is working to eliminate leprosy by educating the population.	2:45	17:35
INSIDE MIDEAST	Two years after the Israel-Jordan treaty, their relationship has cooled considerably.	3:00	20:35
TAKING CARE OF BUSINESS	The U.S. is making strong inroads into the Japanese consumer market.	2:45	23:20
CHECK IT	Giant statue of Buddha erected in Mongolia.	:40	24:00
DOMINICAN BASEBALL	For many reasons, baseball is important to the people of the Dominican Republic.	4:00	28:00
CNN NEWSROOM WORLDVIEW CLOSE		2:00	30:00

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ANCHOR DESK November 25, 1996 (2)

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* In observance of Thanksgiving in the U.S., there will be no *
* CNN NEWSROOM and Daily Guide on Thursday, November 28th and *
* Friday, November 29th. The program and guide will return on *
* Monday, December 1st. *

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TOP STORY: SINO-U.S. RELATIONS

1. Why is U.S. President Clinton in the Philippines today? Why did he meet separately with China's president? Explain why some people are criticizing Mr. Clinton's conciliatory tone toward the Chinese government.
2. Assist groups of students in conducting research to learn more about U.S.-Sino relations since 1949, the year the People's Republic of China was founded. What issues have often caused friction between the two nations? Have any of these issues been resolved? Have groups a) share their findings in class discussion and b) combine it into a timeline of U.S./China relations. Post the timeline around the classroom and refer to it as the class follows this story.
3. Working in small groups, have students research China's emerging role in world trade and its human rights record. Remind students to take careful notes on the information they gather on both topics. Reconvene the class and pose this scenario: You are a U.S. Senator. The press approaches you and asks what you think of President Clinton's cooperation with China. In response, you tell them your office will issue a statement shortly stating your position. Challenge each student to write a press release supporting or opposing the President's action and include the "Senator's" rationale.

FRUITS OF THEIR LABOR (PART I): THE MIGRANT WORKER FAMILY

4. How does Alejandro Valdez and his family earn their living? Compare this to the way your family supports its members. What do you have in common? What is different?
5. Why do migrant workers often travel so far in order to make a living? What factors can affect how much money they might earn in a particular time period? Describe the conditions under which they live and work.
6. In the video, CNN Correspondent Joel Hochmuth tells us that the Valdez family's income is "below the federal poverty line." What does this mean? Have students conduct research to learn what the federally-established poverty level is and what assistance is available to families who live at or below this level. Why don't the Valdez's take advantage of this assistance? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

APEC Tiananmen Square Ronald Reagan Richard Nixon Al Gore
Taiwan sanctions pirating Jiang Zemin human rights Pacific Rim
Mao Tse-Tung San Luis Valley migrant worker poverty level

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*     *   *   *   *  * *   *  *
*     *****   *   ***** *    * ***** DESK: AT ISSUE: NUCLEAR POWER
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1. BEFORE VIEWING: Ask students to discuss why nuclear power is controversial. As a class, list its advantages and disadvantages. Ask students to state where they stand on a continuum from 1-5, where 1 is "absolutely NO use of nuclear power" and 5 is "extensive use of nuclear power."

2. AFTER VIEWING: Ask students to review their earlier discussion on nuclear power. How does the information from the video report affect on their positions? Explain.

3. Invite students to use their local media center to discover how electric pump cooling systems work in current nuclear power plants. In class discuss the proposed gravity-powered system. Why is it an improvement? Could it be called a "fail-safe" system? Explain.

4. Ask students to read the CHRONOLOGY on the HANDOUT (pg 4) and discuss: Why is the issue of safety in the production of electricity and weapons at nuclear power sites an important issue? What priority should it be given in making a decision to build a new nuclear power plant site? Explain.
   a. Divide the class into 6 groups, assigning one topic from PART 2 of the HANDOUT to each group.
   b. Within each group, students should divide into PROPONENTS and OPPONENTS of continuing use of nuclear power plants. Schedule time for students to discuss, research and compile information about each topic in preparation for a round table presentation.
   c. When research is completed convene all students who took negative positions in one group and all students who took positive positions in another. These new groups will collaborate on a presentation for the round table report. NOTE: To enhance or add power to their research reports, students can use clips from the video or other videos on nuclear power and/or explain an enlarged nuclear site map of the U.S.
   d. Conduct the round table for another class, a school assembly or for parents and teachers. At the end of the round table, conduct an audience survey: Should the U.S. and other world power continue to build nuclear power plants and, if so, under what conditions?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------
nuclear power cooling system reactor Three Mile Island Chernobyl
gravity reactor core safety system simulation continuous loop

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*****  **    **    *                          November 25, 1996 (4)
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********    **    ** STUDENT HANDOUT: A CHRONOLOGY OF DISASTER
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DIRECTIONS, PART 1: Read the following partial timeline of nuclear power plant disasters below. Then research atlases, almanacs, the INTERNET and other sources to discover and map nuclear facilities currently in operation in the U.S. Are the number or locations of these sites surprising? Explain.

12/12/52 Chalk River, Canada. Partial meltdown; 1 million gallons of radioactive water accumulated inside. No accident-related injuries. First known major malfunction of a nuclear power plant.
10/07/57 Windscale Pile No. 1 -- Liverpool, England. Two hundred square miles of countryside contaminated by radioactive material; 33 cancer deaths traced to the accident.
01/03/61 Idaho Falls, Idaho. Worker's error in removing control rods from the core of a military experimental reactor. Three servicemen killed. First U.S. fatality from a nuclear accident.
03/22/75 Browns Ferry reactor near Decatur, AL. Fire damaged electric cables after a worker used a lighted candle to check for air leaks. No injuries.
03/28/79 Three Mile Island, Harrisburg, Pennsylvania. Loss of coolant caused a partial meltdown. Hazard to local residents still debated.
03/08/81 Tsuruga, Japan. Water leakage. Problem not discovered for 6 weeks, when radioactivity detected in a nearby bay.
01/04/86 Kerr-McGee Corp., Gore, OK. One worker died from exposure to a caustic-radioactive chemical; more than 100 people were hospitalized.
04/25/88 Chernobyl Nuclear facility, USSR. Reactor #4 at Chernobyl nuclear facility damaged; 3 other reactors eventually shut down; 4 towns evacuated after 2 people die and 197 are hospitalized; problems with nuclear fallout felt throughout Europe.

DIRECTIONS, PART 2: Choose one topic from the list below. Working with your group, research the issue. Note significant statistics, facts or quotations in anticipation of a round table discussion describing the pros and cons of nuclear power.
1. Design and operation of nuclear facilities, especially in regards to safety.
2. Regulation of nuclear facilities
3. Plans in place for accident response, both local and national
4. Recovery programs in the event of an accident
5. Disposal of nuclear waste
6. Alternative energy sources

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*****  **    **    *                          November 25, 1996 (5)
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********    **    ** NEWSROOM WORLDVIEW
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BRAZIL LEPROSY: BRAZIL--DISEASES--LEPROSY; BRAZIL--PUBLIC HEALTH
1. Why is Brazil waging a campaign to inform people about leprosy? What effects have they seen so far? Gather information about the symptoms of leprosy: how it is transmitted, number of cases currently existing globally and where these cases are located. Plot the locations on a world map, indicating the percentage of the population infected in each country. Is there a pattern in the distribution of leprosy cases? What climactic or other factors appear to be related to the incidence of leprosy? Considering what you have learned about leprosy, how effective do you expect Brazil's educational program to be in controlling or eliminating the disease? Explain.
INTERNET: http://lanic.utexas.edu/project/ppb/reference.html

JAPAN U.S. GAP: JAPAN--U.S.--COMMERCE

2. Why are conditions in Japan particularly good for the importation of U.S. consumer goods? What companies have been successful? Examine the dollar amount and composition of the trade between the U.S. and Japan. Use your data to compare that trade for the years 1985 and 1995. How has the pattern of trade changed over the past decade? What specific types of products appear most responsible for the changes that have occurred? Which country should be the most satisfied with the changes? Why? Is there a real loser in these changing trade conditions? Explain your answer.

INTERNET: http://www.globalstrategies.com/jpnsite.html

DOMINICAN BASEBALL: DOMINICAN REPUBLIC--SPORTS--BASEBALL

3. Who is Juan Marichal? What is he trying to accomplish in the Dominican Republic? Create a graphic representation of the economic conditions in the Dominican Republic today and the opportunities available, especially educational, to help poor young people improve their lives. Considering the number of people playing baseball in the Dominican Republic and the small number chosen to play professional baseball, is this enthusiasm for training young players impractical? Explain. What other benefits might be derived from youth baseball beyond fame and fortune? Will this help young Dominicans? Why/Why not?

INTERNET: http://www.sfgiants.com/LIBRARY/GREATEST/marichal.html
http://www.yahoo.com/text/Regional/Countries/Dominican_Republic/

----------WORLDVIEW: TODAY'S NEWS TERMS----------

misconceptions disfigurement campaign benefits uncompromising negotiations deregulate market access recession durable outlets

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Tuesday, November 26, 1996

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*********   **   ** NEWSROOM
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Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	APEC nations agree to cut tariffs on hi-tech telecommunications products.	3:05	4:05
HEADLINES	SERBIA ELECTIONS ANNULLED; CITIZENS OF BELARUS APPROVE NEW CONSTITUTION	:45	4:50
INTERNAT'L DESK	One man is leading a crusade to wipe out hunger in Brazil.	3:15	8:05
F.Y.I.	Half of all migrant farm workers earn less than $7500 per year.	:35	8:40
FRUITS OF THEIR LABOR	(Part II) A migrant worker's lifestyle and job can be health hazards.	5:35	14:15
TOSS TO CNN NEWSROOM WORLDVIEW ----------		:55	15:10
TOP OF THE WORLD	Illegal immigrants cost California a fortune in emergency medical costs.	2:30	17:40
INFORMATION: HONG KONG IV	Many factors contributed to Hong Kong's economic growth over the past 50 years.	6:00	23:40
INSIDE EUROPE	Austria's Jewish community is auctioning art owned by Holocaust victims.	3:35	27:15
TAKING CARE OF BUSINESS	Guangzhou, China's economic boom has led to the opening of "action bars."	1:30	28:45
CNN NEWSROOM WORLDVIEW CLOSE		1:15	30:00

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ANCHOR DESK November 26, 1996 (2)

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TOP STORY: APEC SUMMIT

1. Name some of the nations that are APEC members. Describe the agreement these nations reached at the summit that ended yesterday. What organization must yet approve this agreement before it can take effect?
2. What is a "tariff"? Have students work in groups to learn more about tariffs, why they are imposed and their economic impact on suppliers and consumers. Have groups share their findings in a class discussion. Who could benefit by the reduction of tariffs on high-tech products, as agreed upon by the APEC member nations? Who could suffer?

EXTENSION: In groups, have students find examples of products sold in the U.S. that have tariffs on them and present their examples. Discuss: What would happen in each case if the tariffs were reduced or eliminated? For example, if cars that are made outside the U.S. were sold in the U.S. without tariffs, how would this affect the U.S. auto industry and its workers? U.S. consumers? Prices of domestic cars?

3. Why are U.S. businesses so interested in expanding trade to China? Group students. Have each group select any one U.S. business/industry and research the possibilities for expansion into China. What potentially lucrative possibilities exist? What political and social factors might prove to be obstacles to that expansion? Direct groups to present their ideas in the form of formal reports to the class.

FRUITS OF THEIR LABOR: (PART II) HEALTH ISSUES

4. What health problems frequently result from the work migrant laborers do? How does their lifestyle often exacerbate these health problems? Explain how Physician's Assistant Tom Reeves is trying to help. Why is he sometimes frustrated in his efforts to provide healthcare to the migrant workers?
5. As a class brainstorm to generate a list of possible solutions to the migrant workers' health care crisis. Students may want to consider, for example, employer-sponsored clinics, volunteer medical centers, etc. Write students' ideas on the board, then group students. Have each group choose one idea mentioned and create a feasibility study for that proposal. Could this idea work? What are the downsides of its implementation? Have groups present their studies.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

tariff diplomacy information technology agriculture non-profit hypertension diabetes undiagnosed anemia physician's assistant

November 26, 1996 (3)

***** DESK: BRAZIL ANTI-HUNGER

1. BEFORE VIEWING: What geographic features usually indicate that a country might have difficulty providing enough food for its people? What features does Brazil have in common with this assessment?

2. AFTER VIEWING: What is Brazil's economic standing in the world? Lead a class discussion of the irony of Brazil's export production and the numbers of its citizens who are hungry.

3. Using a map of South America, have students compare Brazil's size with that of other countries on the continent. Roughly, what percentage of the South American land mass does Brazil occupy? Then have students note Brazil's physical features.
   a. What are Brazil's physical features and what percentage of the country's total land mass does each comprise?
   b. Have students define "arable" land then speculate on how much of Brazil's land appears to be arable. Challenge students to use resources to find out the actual percentage.

   Divide the class into groups. Have each group use media center and on-line resources to find out the following information:
   a. What percentage of the population owns the land that is fit for agricultural use.
   b. What agricultural products are grown for export.

   Share findings and discuss the use of Brazil's resources. Ask each group to draft a policy statement addressing the issue of reallocating Brazil's resources to benefit all of the country's population. Rework the groups' statements into a class statement and send a copy, with a cover letter, to Brazil's ambassador to the U.S. and/or the UN.

EXTENSION: Research the controversy over cutting Brazil's rain forest. Discuss then debate the pros and cons of clearing the forest for agricultural use.

4. Identify ways some programs are attempting to feed Brazil's hungry. Which ones do students think will address the problem most successfully in the long term? Why? Group students and distribute copies of the HANDOUT (pg 4). Identify similar food and empowerment programs locally. Assign a program to each group and have them interview the personnel. On completion, compare findings. Have each group a) design a campaign to make the community aware of hunger in its midst and b) do monthly follow-ups with their program to monitor its progress.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

exporter sociologist elite solidarity Rio de Janeiro

November 26, 1996 (4)

** STUDENT HANDOUT: FEED THE HUNGRY

DIRECTIONS: Interview people who run the "feed the hungry" program assigned to you and obtain the most complete responses to the questions below as you can. You will use this information to design a campaign to make your community aware of hunger in its midst.

NAME OF THE PROGRAM: _____

1. How and when did this program get started?

2. What are the short-term and long-term goals?

3. How do people who need these services find out about the program?

4. Describe the services provided:

5. Where does the program get its funding?

   a. What would happen to the program if the funding disappears?

   b. What options do its clients have if funding disappears?

6. What does the program need to fulfill its mission?

7. Does it have community support? If so, describe community input and/or activities.

8. What have been the MOST and LEAST effective parts of the program?

Share your ad campaign with the people you interviewed. Follow the program's progress doing monthly updates. Pay particular attention to changes in possible problem areas.

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******** ** ** NEWSROOM WORLDVIEW

November 26, 1996 (5)

IMMIGRANT DUMPING: USA--EMIGRATION & IMMIGRATION; ILLEGAL ALIENS

1. Why are illegal aliens a burden for California's hospitals? How has this sparked a controversy between the federal government and California? Use statistics to make a list of the number of illegal aliens in California and their cost to the state for education, medical care and other services. Using data about the state's economy and population for

comparison, how important is the negative impact of illegal aliens on California's economy? Should the federal government assist in paying the expenses caused by illegal aliens? Write a letter to a Congressperson sharing your opinion.
INTERNET: http://neutrino.nuc.berkeley.edu/other/othercal.html

HONG KONG: HONG KONG--ECONOMIC DEVELOPMENT; HONG KONG--HISTORY
2. How has Hong Kong changed over the past 50 years? What factors appear most responsible for these changes? Create a display on "The Last 100 Years of British Hong Kong." Everyone in class should study an event or period and contribute a graphic summary to a large display area. When completed, study the display to identify the factors that have contributed to the economic and political progress made in Hong Kong. Why did these changes occur in Hong Kong and not in other places? To what extent are the factors identified unique to Hong Kong? How do you expect the trends that you have seen in Hong Kong's history will change when China regains control of the area?
INTERNET: http://linc.cis.upenn.edu/~tsang/hk.html

HOLOCAUST AUCTION: AUSTRIA--WORLD WAR 1939-1945--HOLOCAUST SURVIVORS
3. What is the background of the art pieces up for auction in Austria? What is the purpose of auctioning these pieces? Gather data about how many people died in German concentration camps and how many survived. How many still remain alive today? How might a survivor feel upon receiving money from this auction? Write a letter or poem expressing what they might feel. Share your creations and discuss the best way for this money to be used.
INTERNET: http://www.teleport.com/~rhubarbs/kadima/links/jewish.htm

CHINA ACTION BARS: CHINA--ECONOMIC DEVELOPMENT; CHINA--ENTERTAINMENT
4. What are "action bars"? Why have they become popular in Guangzhou, China?
INTERNET: http://www.eecs.ukans.edu/~btwang/China/#PRChina

----------WORLDVIEW: TODAY'S NEWS TERMS----------
undocumented trauma systems illegal aliens propaganda exodus

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NEWS NEWSROOM

Wednesday, November 27, 1996

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********* ** ** NEWSROOM

Title	Program Rundown	Segment	Program
CNN NEWSROOM OPEN		1:00	1:00
TOP STORY	Baseball owners and union representatives agree to a labor contract, with interesting changes to the game on the table.	2:45	3:45
HEADLINES	HUTUS ALLEGE TUTSIS MASSACRED 300 REFUGEES 10 DAYS AGO	:40	4:25
SPACE IS THE PLACE	Astronauts use shuttle COLUMBIA's robotic arm to seize a fast-moving satellite.	:25	4:50
BUSINESS DESK	Ferrari dealerships are downsized due to a drop in demand for the luxury car.	2:10	7:00
LOOK AHEAD	Next Week: Fall Magic -- Football Season!	:50	7:50
FRUITS OF THEIR LABOR	(Part III) A truncated education is a typical casualty in migrant workers' lives.	5:05	12:55
TOSS TO CNN NEWSROOM WORLDVIEW ----------		1:20	14:15
TOP OF THE WORLD	Humiliated by their current situation, many Russian soldiers feel abandoned.	3:20	17:35
INSIDE EUROPE	Eco-Activists oppose the building of new super highways in Britain.	3:10	20:45
UZBEKISTAN MADONNA	Yulduz Usmanova has become a pop-rock singing sensation in Uzbekistan and beyond.	4:25	25:10
RWANDA PHOTOGRAPHER	Seamus Conian is using photography to help reunite families in Rwanda.	2:55	28:05
CNN NEWSROOM WORLDVIEW CLOSE		1:55	30:00

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ANCHOR DESK November 27, 1996 (2)

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* In observance of Thanksgiving in the U.S., there will be no *
* CNN NEWSROOM and Daily Guide on Thursday, November 28th and *
* Friday, November 29th. The program and guide will return on *
* Monday, December 1st. *

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TOP STORY: BASEBALL DEAL

1. What kinds of changes in the game of baseball can fans expect if the players ratify the union's agreement with the owners? The reporter describes baseball as "a game built on tradition." In what ways has baseball changed during its history? Are the proposed changes truly "revolutionary" as described in the video? Explain.
2. Have teams of students conduct research to find out the kinds of "payoffs," other than monetary, workers usually seek when negotiating a new contract. Share these in a class discussion. Introduce students to Abraham Maslow's hierarchy of needs theory and evaluate where on Maslow's pyramid different aspects of this new contract fit. Have each student use this theory to describe the payoffs they would want in a future job.

FRUITS OF THEIR LABOR (PART III)

3. Describe the ways the migrant labor lifestyle affects the young people in the family. What competing interests pose a challenge, in particular, to teens?
4. List the kinds of jobs that are generally available to teens in your community. What is the average hourly wage? Compare this to the amount of money a "good onion picker" could earn per day. Then have students factor in the amount of work hours/days available for both kinds of work. Which employment seems to render the greatest amount of return in the long run? Explain.
5. Have students make specific references to the video that indicate how the parents seem to feel about their children becoming migrant workers. Challenge each student to write a letter such a parent might write to his or her unborn child, expressing the parent's concerns and hopes for the child's future. Ask volunteers to share their letters aloud in class.
6. Read aloud the following statement one student in the video segment made about work: "I'm proud of what I do...as long as you're not doing drugs or anything illegal, you should be proud of what you do." Divide students into teams to search out a diverse set of quotes on the nature of work and working. Share these in class and discuss the myriad approaches to, and feelings about, working that the quotes exemplify. Then challenge students to write similar aphorisms based on their own work experiences.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

interleague play options revenue sharing robotic arm repatriate

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***** *   * ***** ***** *     * ***** ***** *****  Nov. 27, 1996 (3)
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*   * *   *    **   *   *   * * *       **    **         DOWNSIZING
***** ***** ***** ***** *     * ***** ***** ***** DESK:  CAR DEALERS
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1. BEFORE VIEWING: Name some cars that project the following "images" to consumers: "sporty," "luxury," "economy."

2. AFTER VIEWING: How would you classify the Ferrari? Why is the Ferrari beyond the reach of most consumers? How have Ferrari sales fared since the boom year of 1992? What is its parent company, Fiat, doing in an attempt to reverse this trend?

3. Ferrari dealer Steven Kessler says, "I don't understand the philosophy that less dealers will sell more cars." How does Ferrari explain its corporate philosophy? Does this strategy appear to be working? Explain.

4. Generate a class discussion about the general relationship between supply and demand in consumer goods. Have students work in small groups to research this relationship, then discuss how the price of the product is affected when supply and demand change. Focus students' attention back to today's BUSINESS DESK video. Have them use what they have learned about supply, demand and price to explain what Ferrari North America is trying to achieve.

5. Divide the class into 4 groups; have each select one decade, beginning with the 1950s through the 1980s. Distribute the HANDOUT (pg 4). Direct each group to interview older family members or friends who can provide information about cars that were popular during the chosen decade. Have groups follow the HANDOUT and record their information. Reconvene the class and have each group present its findings. Discuss what factors are responsible for the continued success of some makes and models and why some are no longer attractive to consumers.

6. What is "downsizing"? Why do businesses "downsize"? Generate a class discussion about corporate downsizing and the restructuring that often follows. Lead students in a discussion of the conditions that often lead to the elimination of jobs and offices. Then group students. Assist each group in locating information on any business that has downsized since the 1980s. Have the group research how the corporation downsized and how it is faring today. Have each group present its findings in a report to the class. Discuss some of the benefits and drawbacks of downsizing in each case.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

Fiat dealership arbitrator restructuring "in the black"

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*****  **    **    *                          November 27, 1996 (4)
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********    **    ** STUDENT HANDOUT: CONSUMERS AND THEIR CARS
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DIRECTIONS: Your teacher will assist you in choosing a decade from the 1950s through the 1980s. Once you have chosen your decade, interview older family members and friends who owned cars in that time period to determine some consumer favorites of the decade. Following the other questions below, list some of these models' features and their target markets.

CONSUMER INFORMATION -- Cars of the 19___s (fill in the decade):

I. List three "favorite" cars (make and model) among consumers who bought cars that decade:

1 --

2 --

3 --

II. For each car listed above, describe the features that made it attractive to the consumer:

1 --

2 --

3 --

III. Describe the "target market" for each car listed (To what specific kinds of consumers were these auto manufacturers trying to appeal?):

1 --

2 --

3 --

Is each model listed above still popular with consumers today? If it is, describe what changes in that model have enabled that car to continue to sell in today's market. If it is not, offer your explanation as to why that model is no longer attractive to consumers.

November 27, 1996 (5)

** NEWSROOM WORLDVIEW

RUSSIAN MILITARY: RUSSIA--POLITICS; RUSSIA--MILITARY POLICY

1. What changes have taken place in the Russian military? What significance do analysts give the situation? In the video, one soldier asks, "Does our government need us at all?" Study the domestic situation in Russia and its border relationships, from China in the east to Finland in northern Europe. Playing the role of the Russian Minister of Defense and using your data,

write a letter to Boris Yeltsin justifying either an increase or a decrease in Russian military spending. Focus your arguments on what is in the best interests of Russia alone. How would you answer the soldier's question?
INTERNET: http://www.city.net/countries/russia/categories.html#info

BRITAIN TUNNEL: BRITAIN--TRANSPORTATION--ROADS; ECOLOGY
2. Why are activists fighting against new highways in Britain? What tactics have brought them success? Gather data about the size of the population; the area of the country; and, the number of miles of highways in several countries, including Britain. Create an index number by dividing the population by the area, and then dividing the result by the number of miles of highways in the country. The lower the figure, the fewer roads available for the population. Use your index numbers to rank the countries you selected according to the adequacy of their highway system for their population and area. How does Britain compare with the other countries you investigated? Using this data, would you support or oppose the Eco-Activists? Justify your response.
INTERNET: http://city.net/countries/united_kingdom/england/
categories.html#info

RWANDA PHOTOGRAPHER: RWANDA--CIVIL WAR
3. Why did Seamus Conian begin using his photography to reunite families in Rwanda? What factors have limited his success? Gather information to describe the current situation in Rwanda and its border regions. To what extent are family dislocations and separations a problem? Considering the conditions, how important is it that Mr. Conian helps to reunite children with their families? How might his efforts help to decrease tensions and the chances of further violence in the region?
INTERNET: http://www.sas.upenn.edu/African_Studies/Country_Specific
/Rwanda.html

----------WORLDVIEW: TODAY'S NEWS TERMS----------
priority downsizing congestion expropriated charismatic

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